

**ANALYSIS OF ENGLISH SUBJECT TEST ON NON-ENGLISH
STUDY PROGRAM AT IAIN CURUP**

THESIS

This Thesis is Submitted to fulfill the requirement
For “Sarjana” degree in English Language Education



By

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Hal : Pengajuan Skripsi

Kepada

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Di Curup

Assalamu'alaikum Warahmatullahi Wabarakatuh.


Setelah mengadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi atas nama Novi Agnes Paramitha : 18551041 mahasiswi IAIN CURUP Prodi Tadris Bahasa Inggris yang berjudul **“Analysis of English subject test on Non-English Study program at IAIN CURUP”** sudah dapat diajukan dalam ujian munaqasyah Intitut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan. Terima kasih.

Wassalamualaikum Warahmatullahi Wabarakatuh.

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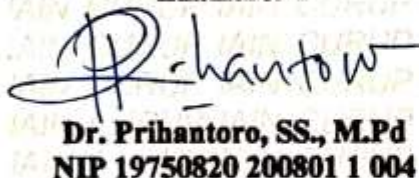
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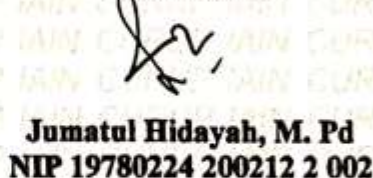
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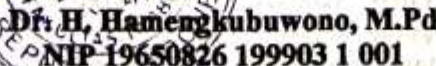

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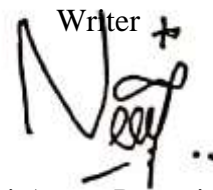
PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled “**Analysis of English subject test on Non-English Study program at IAIN CURUP** (Qualitative Research)”.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realize that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, September 2022

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Assalammualaikum warohmatullahi wabarokatuh

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The purpose of writing this thesis is to fulfill the requirements for obtaining a bachelor's degree (S.1) at the Faculty of Tarbiyah and Teacher Training in Islamic Education Study Program at the State Islamic Institute (IAIN) Curup. The author realizes that in the achievement of completing this thesis, it cannot be separated from the help of many parties. Therefore, the author would like to express his gratitude and appreciation to:

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9. For my closest friends and colleagues who have provided support and motivation and for my enthusiasm
10. IAIN Curup Almamater that I'm proud of

The author realizes that this scientific paper is far from perfect, because the author as an ordinary human being is not free from mistakes. With humility, the author expects criticism and suggestions that are constructive for the goodness of this thesis. For all the help from all parties, the authors say thank you profusely, may Allah SWT. repay the kindness and help of all parties involved with the value of the reward on His side, Ameen.

Jazakumullah khairan katsiran

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Motto

“YOU CAN IF YOU THINK YOU CAN”

“Sabarlah sedikit, jika yang kamu minta itu baik, tak mungkin Allah akan mengabaikan, pasti akan dikabulkan”

DEDICATION

Bismillahirrohmanirrohim, in the name of Allah, the most merciful and the most merciful. No one has the right to be worshiped except Allah, the most perfect creator. In the struggle that I have faced so far to achieve my goals, of course there are sacrifices and prayers from my loved ones. I dedicate this thesis to my beloved and beloved people in my life:

1. Especially the most special people in my life who I am very proud of and love, namely my father, Darwin and my beloved mother, Wiwik Supriyanti, thank you mother for giving birth and loving me with love. The prayers of my father and mother have always led to my every success and happiness so far. Because of your inner and outer sacrifice so that I can achieve and complete higher education. There is nothing that can be as good as that that can repay the magnitude of your services, mother. Only Allah can repay everything for you.
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ABSTRACT

Novi Agnes Paramitha, 2022 : " Analysis of English subject test on Non-English Study program at IAIN CURUP".

Advisor : Dr. Leffy Noviyenty, M.Pd

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This research aimed at finding the types of tests, purpose, test design and problems of English lecturers in testing Non-English study programs at UTS and UAS. This study used a qualitative descriptive design by using document analysis and interviews as data reinforcement. The research subjects were three English lecturers who taught Non-English study programs in the academic year 2021-2022 of English language education Department in IAIN Curup. Based on the results of this study, researchers found various types of tests used by English lecturers at UTS and UAS namely multiple choice, completion, true false and essay with several purposes namely; lecturers can find out the knowledge, skill and cognitive abilities of the students, as well as test result can help the lecturers to modify their teaching strategies if the old ones do not work. In making and designing test, lecturers have ways and steps that are adjusted to the purpose and type of test to be carried out; before making questions is choosing the material to be tested, after that determine what type of question want to use then make a grid of the material, arrange questions that represent each material evenly and prepare the answer key. The most problems in testing Non english students are the lack of motivation from students in learning english because their basic language is not english, their knowledge and vocabulary in english are low and the students thought that english is difficult. so that, English lecturers have their own type of test, purpose, test design and problems in teaching and learning process.

Keyword : English subject test, Non-English Study program

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CHAPTER I

INTRODUCTION

This chapter describes the reasons for conducting the research and it deals with several points: Introduction that concerns the background of the research, research questions, the research objectives, operational definition, delimitation of the research, the significance of the research, as will be elaborated in the following sections.

A. Background of the Research

Teachers not only have to teach what and how to teach but teachers can also evaluate students, evaluation usually carried out at the end of the learning process or at the end of the semester as a measure of the level or material that have been taught to students. Evaluation is one of the important elements to provide valuable assessments from teachers to make decisions about what is good or not for the students. Information result through this evaluation will be very useful for making improvements in the future. Evaluation is considered to play a role in the teaching and examination of two sides of the currency, they cannot be separated.

Based on Adom¹, evaluation is the process of reaching conclusion regarding unclear content. These units can range from curriculum to institution. Thus, evaluation can be interpreted in carrying out of process to provide information that will be used as a basis for assessing a situation. In addition, the evaluation describes

¹ Adom, D., Test, measurement, and evaluation: Understanding and use of the concepts in education. *International Journal of Evaluation and Research in Education*, 9(1), 109- 119.

how well the teacher evaluates the student's achievement of the material after the teaching and learning process.

Evaluation can also be said as a systematic process to determine the extent to which instructional goals are achieved by students. There are two important things on the aspect of definition that is, the first is that evaluation implies process, which eliminates uncontrolled student observation. The second is that evaluation assumes that pre-defined instructional goals identified. Without setting goals beforehand, it's hard to judge the nature and extent of student learning.

In evaluating teaching and learning activities, there are several ways which can be used, one of them is test. This test is usually used by teacher to measure the ability or knowledge of students. A test is a series of questions where each item or number has a correct answer. A test can be in the form of an essay or multiple choice. With tests, teachers can find out student achievement, performance and effectiveness of methods in teaching. it will be very useful for teachers to understand student progress. The quantity of language learned in schools can be measured also by giving tests before, during, and after teaching.

According to Brown, Test is an ongoing process that encompasses a much wider domain². To do a test , a teacher should consider many aspects in determining the final scores of the students. In addition to the mid-semester and final semester scores, the teacher should also pay attention to the students` participation, motivation, presentation, performance, paper, portfolio, presence, homework, etc.

² Effendy Gultom, "Assessment and Evaluation in EFL Teaching and Learning", ISELT-4 2016, P.190

Test is a method of measuring a person's ability, knowledge, or performance in a given domain. In conducting a test, a teacher should follow a systematic procedure such as planning the test, usually in the form of table of specification or test specification, constructing test items properly, trying the items out to guarantee the test is reliability, administering the test, scoring the test objectively, and evaluating the quality of the test. In other words, it is used to measure students' abilities or competencies. Of course, it is impossible for the teachers to measure all of the students' abilities. They measure only samples of many possible abilities. Therefore, the test items must represent the students' abilities. To represent the students' abilities, the teachers usually use numbers such as 1 to 100, 1 to 10, or 1 to 4, or they may use category system such as excellent, good, fair, poor, and very poor or A, B, C, D, E, or pass-fail etc.

To measure accurately, the teacher must use a good test. Making a test grid for the teacher is certainly difficult because there some requirement that need to be completed. The characteristics of a good test namely: validity, reliability and practicality. According to Brown in Sofendi³, must have three characteristics, namely: validity, reliability and practicality. There is an explanation regarding these characteristics that Validity is a measurement tool to determine the accuracy of a test. Reliability is similarity of measurement results and reliable test. And practicality in terms of financial limitation, time constraints, convenience administration, assessment and interpretation.

³ Sofendi, S. Constructing A Standardized Test. In *Sriwijaya University Learning and Education International Conference* (Vol 2, No.1, 2016., p. 97-106)

At the university level, such as at IAIN Curup, English has become an important subject taught in all majors other than English, where the lecturer who teaches is a lecturer from the English major. Subjects of this study include English lecturers who teach non-English study programs in the academic year 2021–2022. There are about three or five lecturers as subjects in this research. The study programs taught by those lecturers are TBIND, ES, MPI, PGMI, PIAUD, HKI, PAI, HTN, and PBA.

Based on English lecturers who teach in non-English majors, this study is conducted to know type of test, design test used by English lecturers, and the problem of English lecturers in testing non-English study program. Because test will greatly determine the next educational development for students, test is absolutely necessary in the teaching and learning process. Test is needed to assess or measure the ability, success, or failure of the method used. With the test, the teacher knows what needs to be upgraded, improved, assessed enough or less. Without test, the teacher does not know the progress or setbacks that occur in a process.

Test is needed to review what happened before, obstacles, problems faced, and how far the students understood the material provided. And also conclude whether the activities that were carried out were successful or failed, and many more, it seems. Without test, the teacher will not know the results of the education. With test, it can be known where the deficiencies are so that they can be improved.

A good test is one whose results are clearly known and can be acted upon. Thus, the test results obtained are not in vain. The description is in accordance with

the concept of one of the qualifications for evaluation activities, namely, having clear and specific goals, using the right instrument, giving a clear description, providing practical reporting results, and explaining the situation in the field objectively.

Test in this research, mastery means having mastered knowledge or skills, which are usually shown through grades or numbers given by the lecturers. To measure students' achievement, it can be done through quizzes, daily tests, exercises, or daily questions. In this research, achievement is the result of students' learning from the lecturers, especially at the UTS (Middle test) and UAS (Final test).

Test in non-English majors is also to determine how important it is for students to learn English, the learning achievement desired by each study program towards learning English, and the lecturers' ability to measure students adjusted to the needs of each study program in English lessons. Based on the preliminary research that was conducted with English lecturers, they said that in non-English study programs, learning English is taught as a specific purpose and that it is important for students to learn English. In the non-English study program, it is different from the English study program, which makes English the main subject. Non-English students learn about the subjects in their respective majors. By learning English, one hopes that the outcome or result will be that the students can understand literature or English learning resources while still being related to their study programs. For example, in PAI for semester 4, they will understand the terms Islamic Religious Education in English, what prayer is, the pillars of Islam, and then the existing journals that are still related to PAI. Besides that, through learning English, they are not clumsy in understanding English reading sources, references, and

journals related to their study program, especially for the final project such as a thesis. They can take various references whose articles are from English journals, which they already understand.

Then the importance of learning English for students, especially for non-English majors, is that everyone is required to master one foreign language, especially English, in addition to other foreign languages because humans always interact, and in doing interaction and communication the scale is not limited, so both with local communities and with non-local communities, and they use English as communication, either later when they have a work project in another country or maybe when they teach at an international level school, so English is used by them in speaking (international communication).

According to the expectations or learning achievement of each study program towards English lessons, according to English lecturers, it can be concluded that the expectations or learning achievement of each study program is different. It is clear that the hope is that students are able to have 4 skills (reading, speaking, listening, and writing) and apply them in daily life, to produce outputs that are able to at least communicate in English both orally and in writing, and that they can understand English literature or learning resources that are still related to the study program.

Those opinions of the researcher can be answered scientifically if the researcher is doing the research scientifically too. So, this is interesting to investigate. The formulation of the problem in this research is: how is the English subject test on non-English study program And the purpose of this research is to

describe the English subject test on non-English study program. In conducting this research, the researcher used the qualitative method to collect and analyze data. Based on the phenomena above, the researcher is interested in choosing the title

ANALYSIS OF ENGLISH SUBJECT TEST ON NON-ENGLISH STUDY PROGRAM AT IAIN CURUP

B. Research Questions

1. How the type of test used by English Lecturers and the purpose of giving the test in testing Non-English study Program?
2. How does the English Lecturers design the test in testing Non-English study Program?
3. What are the problems of English Lecturers in testing Non-English study Program?

C. Objective of the research

1. To investigate the type of test used by English Lecturers and the purpose of giving the test in testing Non-English study Program
2. To investigate the design of test used by English Lecturers in testing Non-English study Program
3. To investigate the problem of English Lecturers in in testing Non-English study Program

D. The Operational Definition

Conceptual review in research is relationship between concept one and other concepts of the problem to be studied. In addition, conceptual in various language can be used to explain the topics to be examined. Including the conceptual in this

study as follow:

1. English subject

In this globalization era, it is becoming increasingly difficult to ignore the importance of English. English is considered as a global language and used to communicate with not only the native speakers of English, but also people in every field of social life. Regarding to Nunan mentioned that learning English as foreign language is a way to get an understanding of English as a language used to communicate in the community. Thus, learning English as foreign language is the process of understanding English related to its function and usage for communication. Besides as a communication tool to people around the world, English has been the link in the research and development systems and it is increasingly important for the globalization of all the nations. In Indonesia, people consider English as the key point of being successful in achieving a qualified standard of education. Therefore, in Indonesia it is commonly find at schools that English is a compulsory subject taught in schools. English as a subject in Indonesian schools is taught starting from junior high school to college level⁴.

2. Test

Test is an assessment tool in written form to record or observe student

⁴ Dwi settya mahaputri dan Roza susanti, "An analysis of students' need of English subject at elementary school", International journal of linguistics and literature, vol. 01 no. 02 (July-December, 2021) P, 91-104.

achievement in line with the assessment target.⁵

3. English subject test

Is a method or set of standards for assessing the progress of students in acquiring knowledge in English subject after the teaching and learning process, and one ways to do this by giving tests made by the teacher to achieve learning objectives in systematic ways.

E. Delimitation of the research

To make it easier for researchers to understand it, the researcher limit research as follows:

This study focuses on the type of test made by English Lecturers at IAIN CURUP who teach in first semester in the academic year 2021–2022 and the test in the form of objective or subjective tests in UTS and UAS.

F. Significance of the research

1. The findings of this study are anticipated to serve as guidelines for the English lecturer as she applies a test that is appropriate for the circumstances of the class. This study can also serve as a reference for how to evaluate students' progress during the teaching and learning process in order to assess the degree to which the educational process has changed students' behavior.

⁵ Wulan, A. R. Pengertian dan esensi konsep evaluasi, asesment, test dan pengukuran. *Jurnal ,FPMIPA Universitas Pendidikan Indonesia*. (2007).

2. The findings of this study will provide further details concerning the Type of the test and test design used by English lecturers while teaching English at non-English study programs.
3. The findings of this study will provide more details to the next authors who are interested in researching the lecturers' testing.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Test

1. Definition of test

In the world of education, one of the assessment tools that is often used is to conduct a test. Although considered an instrument, a test can also be seen as a standard procedure used to systematically measure a sample behavior by asking a series of questions. Tests are designed to measure quality, ability, skill or knowledge against a given standard, which is usually considered acceptable or not. In its application after the learning process, the test is a method used to determine the ability of students to complete certain tasks or tasks demonstrate mastery of skills or content knowledge. According to Jacob and Chase in Wulan⁶ argued that test is an assessment tool in written form to record or observe student achievement in line with the assessment target.

On the other hand, according to Braun et al in Adom⁷, testing is a process of measuring single or multiple concepts that have a set of predetermined conditions. this concept is used to measure the level of student learning. In while according to Tritschler explained that the test means administering a given tool or performing a procedure to ask for it students' responses as information, which

⁶ Wulan, A. R. Pengertian dan esensi konsep evaluasi, asesment, test dan pengukuran. *Jurnal ,FPMIPA Universitas Pendidikan Indonesia*. (2007).

⁷ Adom, D., Test, measurement, and evaluation: Understanding and use of the concepts in education. *International Journal of Evaluation and Research in Education*, 9(1), 109- 119.

provides a basis for making judgments or evaluations about things such as skills, knowledge, and values. Three types of tests have been identified by the teacher.

Based on the definitions above, the researcher concludes that the test is a method or set of standards for assessing the progress of students in acquiring knowledge after the teaching and learning process, and one ways to do this by giving tests made by the teacher to achieve learning objectives in systematic ways.

2. The Purpose of the Test

According to Siddek says, there are several purposes of the test namely: teacher can find out the knowledge, skill and cognitive abilities of the student, as well as test result can help the teacher to modify their teaching strategies if the old ones don't work⁸.

Meanwhile, according to Wiersma says that the test objectives divided into eight different types. Namely, description, prediction, assessment of individual differences, goal of evaluation, domain of estimation, mastery of decisions, diagnosis, and pre and post assessment. The following is an illustrated list of the test objectives include:

a. Description

Many tests have been developed to describe an individual's status on various variables.

⁸ Siddiek, D. A. The Impact of Test Content Validity on Language Teaching and Learning. Available at SSRN 3180269. (2018).

b. Prediction

Several test are used to predict for the future performance of examinees.

c. Assessing individual differences

Multiple tests are use to differentiate between people to identify those who are the highest and the lowest on some size.

d. Goal evaluation

Many schools operate within objectives that are based on the environment. This matter it is important in such situation to report progress and to plan instructions seen from the goals that have been mastered by students.

e. Domain estimation

In some educational settings, there is a well-defined content domain. Many test are design to estimate the percentage of domains that students understand.

f. Mastery decision

The decision of certain mastery objectives as well as the control of blocks larger than content is often determined based on test score.

g. Diagnosis

An instructional plan for students should be based on diagnose areas of strength and weakness. The diagnosis is usually determined by performance on one or more test.

Diagnostic test

are highly detail because they focus on the specific and different responses from students.

h. Pre and post assessment

This test must be sensitive enough to measure changes in status or performance over time. This test focuses on the difference between the pre-test, post-test than the score-self.

3. The Type of Test

There are many types of tests used to measure student achievement. Therefore, before teachers take appropriate steps in making tests, they must know in advance about the type of test that will be used for students. In other words, teachers must get clear and detailed information for test purposes so that they can be very useful for students. Many types of tests can determine the level of students.

According to Mary and Sake in Puspitasari⁹, language test is divided into four types basic, namely: achievement tests, and proficiency tests, diagnostic tests, and aptitude tests.

a. achievement test.

In English, achievement test are often used in the same way as in the most other disciplines. They are familiar with it, assessing the amount and degree of different language control, culture element, and integrated language skills that the students acquire over time.

⁹ Puspitasari, T.. The Content Validity of The Summative Test in The Second Semester of The First Year Students. *Jurnal Pujangga*. 2(1), 199- 224. (2016)

b. Proficiency test.

Language proficiency tests are designed to measure language control or items of culture and communication skills that were present at the time of testing, regardless of formal training. Such a test is commonly used for a specific purpose.

c. Diagnostic test.

Diagnostic language tests is used to determine a student's power and lack in English language. It could contain the same thing of the test items as those found in achievement or proficiency test.

d. Aptitude test.

An aptitude test is understood as a prognostic measure that shows whether a student tends to learn a second language easily. This test are generally given before students begin language studies and can be used for students to choose a language course or to place students in a section that suits their abilities.

Gronlund in Puspitasari divided the achievement test into four types of test based on their respective objectives, including: summative test, formative test, diagnostic test and placement test.¹⁰

a. Summative Test

Summative test is used to determine the extent to which learning purposes have been met, and test can also be used to

¹⁰ Puspitasari, T..The Content Validity of The Summative Test in The Second Semester of The First Year Students. *Jurnal Pujangga*. 2(1), 199- 224. (2016)

provide subject scores to demonstrate student mastery learning outcomes.

b. Formative Test

Formative test is a type of assessment used by the teacher to determine how to improve the teaching and learning activity in the room at regular encounter. Relates to Grunlund's opinion that the formative test should be used to track learning progress through education.

c. Diagnostic Test

Diagnostic test is used to analysis students' strengths and weaknesses in some aspects of language at the beginning or during implementation instructions.

d. Placement Test

Placement test is a test that held to measure students' language skills and provide students with majors in classes appropriate to the educational organization.

Test based on the type of Question

a. Oral Test (Spoken Test)

Oral test is a form of test that demands answers from students in the form of spoken language¹¹. Students will say the answers in their own words according to the questions or commands given. Oral tests can be used to determine the level of students for problems related to cognitive, namely knowledge and understanding. Oral tests can be individual and group. Individual test, which is a test given to a student, while group test, which is a test given to a group of students simultaneously.

¹¹ Sulistyorini, *Evaluasi Pendidikan* (Yogyakarta: Penerbit Teras, 2009), p.110

In terms of preparation and how to ask, an oral test it can be divided into two, namely:

- 1.) Free oral test. That is, educators in giving questions to students without using guidelines prepared in writing¹².
- 2.) Guided oral test. Educators Oral test uses written guidelines about what to ask to students.

In the free test, the dialogue is more original, not bound by formalities, but often forgotten answers are not recorded. Meanwhile, with guidelines, directed questions, answers are easier to record and uniform scoring.

b. Written Test

Written test is a test that requires students to provide written answers. Written tests can be divided into essay test and objective tests.

1.) Essay test

The essay test is a question that requires students to answer it in the form of describing, explaining, discussing, comparing, giving reasons, and other similar forms according to the demands of the question using their own words and language. Thus, in this test students are required to express their ideas through written language.

¹² Sulistyorini, Evaluasi pendidikan (Yogyakarta: Penerbit Teras, 2009), p.112

2.) Objective Test

Objective tests are written tests that require students to choose the answers that have been provided or provide short answers. This test is used to measure students' mastery at a certain level. The scope tends to be broad. This test consists of several questions, including (a) short answers, (b) true-false, (c) matchmaking, and (d) multiple choice.

3.) Action or Deed Test (Performance Test)

An action test is a form of test that requires students' answers in the form of behavior, actions, or deeds¹³. Learners act according to what is ordered and asked. The tool that can be used to carry out this test is observation of the behavior. The test is used to measure changes in students' attitudes, the ability to demonstrate or apply certain types of skills. The form of this test is in the form of instructions or order either orally or in writing, it can be in the form of providing a situation where students are asked to react to the situation, either intentionally or not.

From all the types of tests above, it can conclude that the test is problem solve in education. Teachers or test designer can manage of the test in accordance with their abilities and purpose of test.

There are some kinds of the types of the test items. Those are:

a. Objective Test

¹³ Sulistyorini, Evaluasi pendidikan (Yogyakarta: Penerbit Teras, 2009), p.113

This test can be called objective if the answers of the test have only one the correct answer as a key of the test item. In this test the students have choose one correct answer from some choices which provided by the teacher. In giving the scoring of objective items requires much less time than the scoring of essay items. With its objectivity, objective items can be accurately scored with little if any dispute about the correctness of response.

According to Zainal Arifin's book, "There are many varieties of there new test, but four kinds are in most common use, true-false, multiple-choice, completion, matching."¹⁴

1) True-False

Based on Jum C. Nunnally, "The popularity of the true-false item is probably due to the ease with which such items can be composed. It is usually easy to make up many such items in a relatively short period of time."¹⁵ Besides that, James Dean Brown and Thom Hudson, in their book "requires student to respond to the language by selecting one of two choices, for instance, between and true and false or between correct and incorrect."¹⁶ To sum up, in true-false the students are able to answer the statement with true or false by short of time. Then the function of this test is to measure the competence of the student to differentiate between the fact with the opinion. In addition, the teacher not only provides question or statement in this test

¹⁴ Zainal, A.. *Evaluasi Pembelajaran*. (Bandung: PT. Remaja Rosdakarya ,2009)

¹⁵ Nunnally, J. C. *Educational Measurement and Evaluation*. (New York: McGrawHill, Inc 1964)

¹⁶ Brown, J. D., & Thom, H., *Criterion-Referenced Language Testing*. (Cambridge: Cambridge University Press. 2002).

but also possible to give the picture, diagram, or table.

2) Multiple-Choice

The multiple-choice is the most popular in types of test because of the multiple-choice often is used in many kinds of objective test. To support the statement above, William Wiersma and Stephan.G.Jurs states in his book, that “by far the most popular type of objective item is that in which the student is required to choose one alternative response to a problem or question.” An additional, “A multiple-choice item is an item that presents a statement (called the stem) and the student is required to select one of two or more (usually more) options that correctly completes the statement or correctly answers the problem posed in the statement.” Similarly, a multiple-choice item consists of one or more introductory sentences followed by a list of two or more suggested responses from which the examinee chooses one as the correct answer.¹⁷

Above all, it can be concluded that in multiple-choice item consist of two parts, the question or statement it can be called as a stem and some choices which included as the correct answer, the most correct answer and the distractors, or it can be called as option. The form of the option is possible consist of words, numbers, or statements.

3) Completion

The completion item is a written statement which requires the examinee to supply the correct word or short phrase in responses to an incomplete sentence, a question or

¹⁷ Nitko, A. J. *Educational Tests and Measurement: An Introduction*. (New York: Marcourt Brace Jovanovich, Inc. 1983)

a word association. Actually, this item effectively to test the students' knowledge such as the definition, names of country, and so on. To support, "Usually, completion items require the testees to supply a word or a short phrase."¹⁸ An example, in reading text of the summative test the teacher provides incomplete sentence or statement then the students have to fill the correct answer in the blank of that sentence or statement.

4) Matching

The matching item commonly appears in a two column-format although variations on this format can be used. The two columns of a matching item are commonly called the premises and responses. Matching items lend themselves well to testing a knowledge of relationships or definitions. It means, there are many kinds of matching form, it begins from the premises it can be list of definitions, antonym, or synonym then the responses consist of the list of choices of the best or the appropriate answer. Usually, the answers consist more than the questions. Besides that, Jum C. Nunnally in his book, he states that, "Students are asked to write in the blank space the letter corresponding to the option on the right which matches the item on the left. The major advantage of the matching item is that a considerable amount of material can be presented in a short space."¹⁹

b. Subjective Test

In subjective test, the students have to answer the question based on their

¹⁸ Heaton, J.B. *Writing English Language Tests*. (New York: Longman, 1988)

¹⁹ Nunnally, J. C. *Educational Measurement and Evaluation*. (New York: McGrawHill, Inc, 1964)

knowledge which have they got using their words to their writing. Talking about giving score of the subjective test, the teacher will score the answer based on the students' answering, whether it is simple or complex answering and of course it depends on the teacher's subjectivity. According to Arthur, in his book, "If judgment is called for, the scoring is said to be subjective."²⁰ Also, the students' answering not only focuses of true or false answer but also it depends of complete or incomplete answer. At this point, the teacher also will know the competence of their students from as far as they mastered the materials which have given by the teacher.

1) Essay Test

The type of essay item the students supply their answer rather than choose the correct answer. To support, "the essay-type question requires the examinee to read the question, formulate his response and express the response in his own words." It means that the students are given a freedom to express their idea to answer the question. In addition, J. Stanley Ahmann and Marvin D. Glock, "an essay test item demands response composed by the pupil, usually in one or more sentences, of a nature that no single response or pattern of responses can be judged subjectively only by one skilled and informed in the subject, customarily the classroom teacher."²¹ Furthermore, the essay test usually consists of questions beginning with or including such directions as discuss, explain, outline, evaluate, define, compare, contrast, and

²⁰ Arthur, H. *Testing for Language Teachers*. (Cambridge: Cambridge University Press, 1989).

²¹ Ahmann, J.S , & Marvin, D. G. *Evaluating Pupil Growth, Principles of Tests and Measurements*. (Boston: Allyn and Bason, INC, 1967)

describe.

2) Types of the Essay Test

Based on the amount of freedom of response, the essay test can be divided into two forms, those are:

a) Extended Response Type

In this type, the students have a freedom to express their argument which based on their competence, so they can begin from the definition first then the example and the opposite, on the other hand, it can be called deductive and inductive text. But the teacher also has the criteria of the scoring of the students' answering which based on the question. According to Wilmar, "In the Extended Response Type Test, the pupil is given almost complete freedom in making his response."²²

b) Restricted Response Type

In the Restricted Response Type, the test item provides the specific problems and more structure. Although, they have a freedom to supply their ideas into their writing but the students have to answer systematically based on the question. In addition, "The restricted response question usually limits both the content and the response. The content is usually restricted by the scope of the topic to be discussed. Limitations on the form of response are generally indicated in the question".

²² Wilmar T. Evaluation of Students Achievement. (Jakarta: Departemen Pendidikan dan kebudayaan, 1988)

B. REVIEW OF RELATED STUDIES

Previous research studies related to research problem aim to provide researcher with an overview of the position and contribution in the preparation to be studied. The researcher found four Previous studies related to this research, the first previous research belongs to Desmizar Mulia in the university of Banda Aceh, her research is entitled Teachers' Test Types in English Classroom. This study had discussed the types of assessments used by teachers in English language learning: traditional assessments such as true/false, multiple-choice, matching, short-answer, fill-in-the-blank, and essays; and alternative assessments such as computer-based tests, portfolios, and group projects. Both of these two types of assessment are needed to apply, even though the results showed that traditional assessment is more effective as an assessment of students' achievement than alternative assessment. The researcher found it is enough related to this research because both of the researches are in the same view: teachers' assessment in English Language Learning. But the research above focused on the two types of assessment, namely traditional assessment and alternative assessment, while this research is just about traditional assessment that is used by English lecturers to assess students' achievement, such as true or false, multiple-choice, matching, short answer, fill in the blank, and essay.

The second previous research belongs to Saefurrohman, in his research Classroom Test Preference of Indonesian Junior High School as Foreign Language Classes (2015) conducted on English Department, University of Muhammadiyah Purwokerto, Indonesia, tried to describe Indonesian junior high school teachers' classroom test practices in ELL classes. The study found that the main purpose of

classroom test was to assess learning as the first preference. It was then followed by the classroom test of learning, and the last purpose was classroom test as teaching learning improvement.

The third previous research belongs to Relin karlina, in her research The items analysis of summative test at the eight grade of SMPN 12 Lebong in the academic year of 2020/2021. This study is aimed to find out of quality summative test items on English Subject at SMPN 12 Lebong in academic year 2020/2021. This study was designed as descriptive quantitative research. Data collection techniques used documentation techniques. Data analysis in the form of item analysis was carried out using the Anates version 4.0.9 program and Marrie Tarrant's theory and Suharsimi Arikunto's theory. After analyzing the data the researcher found 40 multi-choice summative test items in English Subject a SMPN 12 Lebong in academic year 2020/2021 were reviewed from : a). The level of difficulty was 1 items (2.5%) difficult , 6 items (15%) moderate, and 33 items (82.5%) easy. b) The discrimination power was 2 items (5%) worst, 6 items (15%) poor, 8 items (20%) satisfactory, 8 items (25%) good, and 0 items (0%) excelent. c) The distractor efficiency was 44 item (22%) functioning distractor and 156 items (78%) non-functioning. Thus it can be concluded that summative test items on English Subject a SMPN 12 Lebong in the academic year 2020/2021 is not good. The implication of this study replaced with a new question, a question that is not good needs to be revised to be used again, and a good question can be entered into the question bank.

The last previous research belongs to Nur islamiyah umar. 2022. A Thesis of English Education Department. An Analysis of The Validity of English Test Made

By The Teacher in SMP Negeri 1 Bontomarannu. This study aims to determine whether the English test made by the teacher is in accordance with the content validity. To determine the content validity, the researcher compare the English test with the syllabus, lesson plan, and the material that has been taught. This study uses a qualitative descriptive method by using document analysis in the form of mid-semester test and interview from the teacher. This research collects data from English teacher who teaches in seventh grade in SMP Negeri 1 Bontomarannu. The results obtained after analysis the test made by the teacher, a total of 15 questions were made by the teacher who teaches in seventh grade in the midsemester test. There are 13 questions that are categories accordance with the content validity, namely according to the syllabus, lesson plan, and the material that has been taught. While there are 2 questions that are categories as not accordance with the content validity. And from the results of interview, it can be concluded that the teacher made a grid of questions before making test. Test made by the teacher must be in accordance with the syllabus, lesson plan, and the material that has been taught and according to the level of student ability. This show that most of the English test made by the teacher according to the content validity.

Based on the previous findings above, this study has something in common with them. The similarity of this research with the research above is to determine the type of a test. The differences in this study are Research Design and subject of the research. In this research, researcher is using qualitative research to analyze type and the problem. The study focused on English lecturers who is teaching non-English study programs during the academic year 2021–2022.

CHAPTER III

RESEARCH METHODOLOGY

This research explores about research methodology. It provides the design of this research. It would clarify kind of research, the subject of the research, technique of data collection, research instrument, and technique of data analysis

A. Research Design

One of the most important aspects of the research was the use of methodological determination. The researcher was used qualitative descriptive methodology. Qualitative research method was used to best test questions by verbally describing how members in study in the review saw and describing different parts of their current state. Qualitative research refers to process-regulated techniques used to understand, describe, and develop theories about a particularly or setting. It is a systematic subjective approach used to describe life experiences and give them meaning.

In this research, the researcher investigated the type and design of English test made by the lecturers. This is in line with the purpose of this study by analysis the lecturers with document analysis and interview to collecting data.

B. Subject of the research

Population is referred to as a social context in qualitative research, and this term encompasses the three components of place, actors, and activity. Sugiyono provides a thorough explanation of why a qualitative study does not utilize the term population because it is founded on an actual occurrence that occurs in a social

setting. The locale in this study was a reference to the study's location. The topic was addressed by the English lecturers, who participated in the activities in English class.

Additionally, a sample is frequently referred to as the research's respondents in qualitative studies. The study focused on English lecturers who is teaching non-English study programs during the academic year 2021–2022. About three to five Lecturers are this research subjects. Because there are fewer than 100 of them in total, so that take all of the population research or total sampling²³

Table 3.1
Subject name

No	Subject name	Position	Taught majors
1	English lecturers A	DLB	PGMI, MPI, TBIND, ES
2	English lecturers B	DLB	PGMI, PIAUD, HKI
3	English lecturers C	DLB	PAI , HTN, PBA

C. Techniques of Collecting Data

The researcher collected the data based on the following steps: the first, the researcher asked permission from the lecturers to get a test that was analyzed. Then the researcher was observed each item question made by the lecturers and analyzed the data by using a rational approach such as proposed by Thoah, namely by matching the questions with the purpose, lesson plans and the material that has been taught. Through this activity, it is hoped the researcher was got facts in the form of data to support research that implement. The researcher also conducted interviews.

²³Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktek*, (Jakarta: Renika, 2002), p. 108

Interview technique that was used in this research is semi structured interview between the interviewer and source person. In conducting interview, the researcher was needed interview guidelines, voice recorders and stationery. It aims to help interviewers obtain more detail data during interviews about the English test made in accordance with the type and design test.

D. Instrument of the research

The researcher collected the data by using two instruments, namely:

1. Document analysis

Document analysis was activity of collecting data from writing sources by the researcher in order to obtain data that support for analysis. Data collection through document analysis activity was carried out by viewing, recording, and collecting data from writing data sources, in this case the English test made by the lecturers.

2. Interview

Interview was activity that involves the person to be interviewed where the interviewer was provided several questions to be answer by the resource person. The researcher conducted interview with the English lecturers about the English test made in accordance with the type and design test.

Table 3.2
Interview Guidance

No	Objectives	Indicators	Sub-indicators	Questions
1	To figure out how the type of test used by English Lecturers in testing Non-English	Test is a method or set of standards for assessing the progress	1.Objective Test This test can be called objective if the answers of the test have only one the correct	1. What type of test did you use at UTS and UAS?

	study Program	of students in acquiring knowledge after the teaching and learning process, and one ways to do this by giving tests made by the teacher to achieve learning objectives in systematic ways.	answer as a key of the test item. In this test the students have choose one correct answer from some choices which provided by the teacher. 2. Subjective Test In subjective test, the students have to answer the question based on their knowledge which have they got using their words to their writing.	
2	To figure out how the purpose of giving the test in testing Non-English study Program	There are several purposes of the test namely: teacher can find out the knowledge, skill and cognitive abilities of the student, as well as test result can help the teacher to modify their teaching strategies if the old ones don't work		2. What is the purpose of giving the test to students? 3. How do you make or design an English test that will be given to students? 4. How are the results (achievement) of students after taking the test?
3	To figure out the problems	-	-	5. What do you know about problems in the

	of English Lecturers in testing Non- English study Program			English learning process for Non- English study Program? 6. What are the problems or challenges you face in testing Non- English study Program? 7. How do you deal with and solve those problems? 8. Do you find Non- English students' problems to complete the test?
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E. Data analysis technique

The researcher continued to analyze the data after it had been collected using the approach for collecting data. According to Creswell, a researcher can manage data, read/take notes, describe, categorize, analyze, and present the findings in a written report while evaluating qualitative data. All the data were analyzed in the following ways:

1. Managing

The data from observation and interview were first controlled by imagining how the research's observation and interview data would appear before they could be read and evaluated. The researcher divided the data based on the sources, saving interview data in different folders while field notes were kept in one folder.

Additionally, the data folders that were additionally divided by the data were obtained.

2. Reading/memoing

Following data management, the researcher analyzed data from interviews and document analysis. The researcher studied about the type and design test and then interpretation that are employed. Additionally, the researcher read from the interview transcripts the lecturers' comprehension, the type and design test used by lecturers and the problem that lecturers encountered when testing.

3. Classifying

After reading the data from the observation and interview, the data were classified. Based on the types and design test employed, the data were categorized.

4. Description

The description was based on the interview, which gave a genuine representation of the scene and the events that occurred there. As a result, both the researcher and the reader are aware of the conversation's setting. The researcher began to explain all the data in this phase so that they might be further analyzed in the following stage.

5. Interpreting

Data interpretation continues after a study's data collecting, analysis, and interpretive stages; it also plays a role in the process of writing the study's findings.

The contemplative, integrative, and explanatory parts of working with study data are referred to as interpretation. The relationship, shared characteristics, and links among the data—particularly the recognized categories and patterns—are heavily considered while interpreting the data. When a researcher groups several data items into a category using some conceptual framework or understanding, they are interpreting the data. It is crucial to be clear about the conceptual underpinnings or understanding of the categories as well as what distinguishes one category from another in order to facilitate interpretation.

CHAPTER IV

FINDING AND DISCUSSION

The researcher summarized the findings from the Document analysis and interview. In this chapter, the purpose of this research was to determine how the type of test frequently employed by English lecturers in testing Non-English study Program at IAIN CURUP, including type of test and test design, contributed to the problems that English lecturers faced when teaching English to non-English study Program. In collecting the data, the researcher employed Document analysis and interview guidelines for interviews. Research findings and discussions that are combined into one discussion in this chapter.

A. Research Finding

IAIN Curup is a favorite Islamic State University in Bengkulu Province, Rejang Lebong Regency. The university which was originally only a faculty of IAIN Raden Fatah Palembang. Now it is not just an Islamic College but has good credibility from year to year. IAIN Curup is one of the state Islamic college in Bengkulu as well as a supporter from other provinces, namely Lubuk Linggau City, Palembang, South Sumatra Province, and Jambi Province. Have facilities that support the teaching and learning process. In addition to Islamic nuances, IAIN Curup has three faculties including the Faculty of Da'wah, Tarbiyah and Sharia. IAIN Curup also has many majors and courses. One of the compulsory subjects is English, English is a compulsory subject that is taught in all majors where the lecturer who teaches is lecturers from the English Study program. In collecting the

data, the researcher used interview guideline for interview and Document analysis. Then it answered research question in this research. The research questions were answered by Document analysis and by interview.

Based on the interview which the researcher did by meeting and asking English Lecturers who teaches in non-English majors on August 2nd, 2022 until August 11th, 2022, the researcher knew the type of test and design test that are often carried out by English Lecturers when testing non-English study Program, especially in the middle and the end of the semester. The researcher analyzed about the type of test and design test by English Lecturers which had gotten from several theories. After that, the researcher described the types and categories above through the interview, and researcher divided them into type of test and design test used by English Lecturers.

The researcher collected data from three of the English Lecturers at IAIN Curup. Then the data is analyzed. Based on the theory proposed by Thoha, ways to analyze is with rational approach, the questions were matched with the purpose, lesson plans and the material that has been taught. If it is not the same as the lesson plans used as a reference for making tests, then the questions made by the Lecturers are invalid.

The researcher analyzes the the type of test, purpose, design test and questions made by the English Lecturers at IAIN Curup. The table below contains four columns containing the expected final capability, learning materials, Indicators and assessment criteria, number of questions, and test questions.

The first column contains the expected final capability. In the first column,

the researcher writes down the subjects for one semester according to the curriculum. It means the competencies that the Lecturers must achieve in making materials and making questions. The second column contains the learning materials to be studied. In this second column, the researcher fills in the topics that will be taught by the Lecturers. The researcher adjusts the learning material with the test questions that will be tested by the Lecturers. The third column contains the Indicators and assessment criteria that will be achieved by students . The fourth column contains the number of questions that will be tested on each material. Researchers will add up how many questions and match the material used by the Lecturers in making test questions. The fifth column contains questions made by the Lecturers. In this column, the researcher will match the questions made by the Lecturers with the expected final capability and materials that have been made by the Lecturers.

1. English Lecturers A

The results of data collection can be seen in the following table:

Table 4.1

The expected final capability	Learning materials	Indicators and assessment criteria	Number of questions	Test questions
After the teaching learning process the students are able to differentiate present tense and present continuous	a. Present tense b. Present continuous tense	Accuracy distinguishes present tense and present continuous tense.	2	1. My brother (are /is /was) talking on the phone now 2.Maria (are/is/were) sleeping on our sofa now

tense.				
After the teaching learning process the students are able to differentiate past tense and past continuous tense.	a. Past tense b. Past continuous tense	Accuracy distinguishes past tense and past continuous tense.	6	3. I (walk/ walked/ walking) to the school yesterday 4. We (work/ worked/ working) in this mall last week 5. Indah and alfi (was/ are/ were) buying a car last month 6. Anita (were/was/has) painting yesterday 7. I.... Driving to work yesterday 8. We were... When the police came last week
After the teaching learning process the students are able to differentiate future tense and future continuous tense.	a. Future tenses b. Future continuous tense	Accuracy distinguishes future tense and future continuous tense.	2	9. I will eat pizza... 10. They will... My birthday now

a. Analysis of the test

Based on the results of the data above, out of the ten questions made by English lecturers A who teach in non-English study programs, the researcher found that all questions were made based on the learning material and were in accordance with the assessment criteria in the lesson plan which consists of 3 learning materials and each learning material has questions that are adjusted to the weight of the material. These ten questions are suitable for testing for several reasons.

The first learning material is about present tense and present continuous tense which consists of 2 questions, namely questions number 1 to 2, the two questions are according to lesson plan and are made to represent the expected final capability, namely students are able to distinguish between the present tense and the present continuous tense.

The second learning material is about past tense and past continuous tense which consists of 6 questions, namely questions number 3 to 8, the six questions are according to lesson plan and made already represent the expected final capability, namely students are able to distinguish between past tense and past continuous tense.

The third learning material is about future tense and future continuous tense which consists of 2 questions, namely questions number 9 to 10. The two questions are according to lesson plan and are made already represent the expected final capability, namely students are able to distinguish between the future tense and the future continuous tense.

b. Result of interview

The researcher has conducted interviews with one of the English lecturer who teach in first semester of Non English study program. This interview aims to find out how the English lecturer makes the test. The results of interviews conducted by the researcher to an English lecturer at IAIN Curup on august 2, 2022 are as follows.

Question 1
<i>Q : What type of test did you use at UTS and UAS?</i> <i>A : The type of test I used in UTS and UAS are Multiple choice, Fill in, Essay</i>

Based on question above, the test made by the lecturer in UTS and UAS in the form of Multiple choice, Fill in, Essay and consist of ten to fifteen numbers depending on the context of the test being held and the time is taken.

Question 2
<i>Q : What is the purpose of giving the test to students?</i> <i>A : To measure students' abilities, find out students' understanding of the material that has been taught and to compare students' abilities between daily exercises and exams.</i>

Based on question above, the test made by the lecturer is adjusted to the goals to be achieved that have been made before.

Question 3
<i>Q : How do you make or design an English test that will be given to students?</i> <i>A : In making questions, I usually create my own or develop according to what want to test, I create my own questions according to the material. How to make questions according to the material and also the ability of students and for the distractor by looking for words</i>

<p><i>that are similar and close, not distracting the words that are too far away</i></p>

Based on question above, the lecturer usually create her own question based on the material being taught, and also the ability of students. Students are given a grid before the exam.

Question 4
<p><i>Q : How are the results (achievement) of students after taking the test?</i></p> <p><i>A : Student results or abilities are more than 50% successful, only 20% or 30% are remedial. At UAS most are not remedial. When UTS is 50% remedial and 50% non-remedial.</i></p>

Based on question above, the question made In accordance with the objectives, only sometimes the student results are not same because not all student master it.

Question 5
<p><i>Q : What are the problems or challenges you face in testing Non-English study Program?</i></p> <p><i>A : There are many problems in teaching English and testing, because the first one from the campus itself did not give from each study program what to learn and what book, so the first problem was external from books, so each lecturer looked for his own book, created his own, the syllabus also creates itself, only the format can be seen from the campus, it is not determined from the campus how the syllabus is. External problems are in the form of</i></p>

books, so the lecturers look for his own books. If internally there are many students below 50% of their knowledge of English, so the lecturers cannot force them to be able to because each students' ability is different, but try how the students understand.

Question 6

Q : How do you deal with and solve those problems?

A : To overcoming these problems using various ways or methods in teaching, for example they are difficult to read, we teach first how to read, we teach from the beginning, because not all of them understand English, how to overcome them in various ways, one of which is watching movies on youtube because there are many examples on youtube that they can see. If the difficulty is clear, if the students just stay quiet, it's difficult for us to detect it, but if they speak up we can help.

2. English Lecturers B

The results of data collection can be seen in the following table:

Table 4.2

The expected final capability	Learning materials	Indicators and assessment criteria	Number of questions	Test questions
After the teaching learning	Simple Present	The accuracy of using Simple	5	A. Translate into English 1. Saya sedang

process the students are able to understand simple present		Present		<p>belajar bahasa Inggris sekarang.</p> <p>2. Budi dan Siti sedang tidur.</p> <p>3. Kami tidak sedang membaca buku sekarang.</p> <p>4. Apakah ibu sedang memasak sekarang?</p> <p>5. Apakah mereka sedang menonton TV sekarang?</p>
After the teaching learning process the students are able to understand Past Tense	Past Tense	The accuracy of using Past Tense	5	<p>B. Use the words in the bracket to complete the questions.</p> <p>6. Was she the flowers at 6 yesterday morning? (water)</p> <p>7. At this morning yesterday, the rain ... harder and harder. (get)</p> <p>8. I ... <i>pecel lele</i> at this time last week. (buy)</p> <p>9. I was cooking while she..... (make a bed)</p> <p>10. They slept when we ... English at 1 yesterday. (study)</p>

After the teaching learning process the students are able to understand future tense.	Future tenses	The accuracy using the concept of Future tenses	1	11. What will you do on your next holiday? Mention it briefly (at least 5 plannings)
After the teaching learning process the students are able to describe a person.	a. How to describe a person b. Describe a person	The accuracy in writing descriptive text about person	1	12. Describe (physical appearance and character) your mother.
After the teaching learning process the students are able to understand the content of the text and able to answer the question based on the text.	Islamic Reading text	a. The accuracy in reading and understanding the contents of the text b. The accuracy of answering question according to the contents of the text	10	C. Answers this following questions based on the text. 13. What is the Quran? 14. How was Quran revealed to Prophet Muhammad (p.b.u.h)? 15. What did the Angel Gabriel do with the Quran? 16. How was the Quran preserved? 17. Was the Quran guaranteed to be original forever? Explain! 18. What is special about Quran? 19. What is the main message of the

				<p>Quran?</p> <p>20. Do we have to worship God? Why?</p> <p>21. What must be done by muslims with the Quran?</p> <p>22. What will we receive if we follow what Allah said in the Quran?</p>
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a. Analysis of the test

Based on the results of the data above, out of all the questions made by English lecturers B who teach in non-English study programs, the researcher found that all questions were made based on the learning material and were in accordance with the assessment criteria in the lesson plan which consists of 5 learning materials and each learning material has questions that are adjusted to the weight of the material because one of the guidelines in making test questions is the lesson plan and also the target to be achieved. Each meeting already has a lesson plan and the lesson plan contains activities, so it is clear that the lesson plan includes material and activities for each meeting. And from the test it can be seen whether the material has been achieved or not.

The first learning material is about present tense which consists of 5 questions, namely questions number 1 to 5, Question number 1 to 5 are according to the expected final capability and syllabus. This can be seen from the arrangement of

questions that ask students translate into English in the present tense sentence, the five questions made already represent the expected final capability, namely students are able to using present tense

The second learning material is about past tense which consists of 5 questions, namely questions number 6 to 10, Question number 6 to 10 are according to the expected final capability and syllabus. This can be seen from the arrangement of questions that ask students complete the questions in the past tense sentence, the five questions made already represent the expected final capability, namely students are able to using past tense..

The third learning material is about future tense which consists of 1 questions, namely questions number 11, Question number 11 is according to the expected final capability and syllabus. This can be seen from the arrangement of questions that ask students expression of giving plannings on their next holiday in the future tense sentence. The question that are made already represent the expected final capability, namely students are able to using the concept of Future tenses.

The fourth learning material is about describe a person which consists of 1 questions, namely questions number 12, Question number 12 is a question about describe a person. This question can identify the level of students' ability to describe their true mother identity by using expressions to tell the physical appearance and character their mother. The question that are made already represent the expected final capability, namely students are able to writing descriptive text about person.

And the fifth learning material is about reading text which consists of 10 questions, namely questions number 13 to 22, The question that are made already represent the expected final capability, namely students are able to reading and understanding the contents of the text and answering question according to the contents of the text.

b. Result of interview

The researcher has conducted interviews with one of the English lecturer who teach in first semester of Non English study program. This interview aims to find out how the English lecturer makes the test. The results of interviews conducted by the researcher to an English lecturer at IAIN Curup on august 3, 2022 are as follows.

Question 1
<p><i>Q : What type of test did you use at UTS and UAS?</i></p> <p><i>A : The type of test used in UTS and UAS is a written test in the form of an essay and does not use multiple choice. Questions are made depending on the weight and amount of material. For example, there are 5 materials, which means 5 types of questions will be made. The reason for using essays is because essays can better measure student competencies or abilities, through essays students can explore what they know about the material they have studied</i></p>

Based on question above, the test made by the lecturer in UTS and UAS in the form of essay and the test that is made never comes out of the material that has been taught. The reason for using essays is because essays can better measure student competencies or abilities, through essays students can explore what they know about the material they have studied

Question 2
<p><i>Q : What is the purpose of giving the test to students?</i></p> <p><i>A : The purpose of the test is to measure students' understanding of the material that has been studied. Think about whether the material from several meetings has been reached or not</i></p>

Based on question above, the test made by the lecturer is appropriate because one of the guidelines in making test questions is the lesson plan and also the target to be achieved. Because each meeting already has a lesson plan and the lesson plan contains activities, so it is clear that the lesson plan includes material and activities for each meeting. And from the test it can be seen whether the material has been achieved or not.

Question 3
<p><i>Q : How do you make or design an English test that will be given to students?</i></p> <p><i>A : In making test the first adopt, the second adapt and the third develop. Because making questions requires references, those are the references that I adopt, I see and read. After getting the reference, have to adjust it to the target want to achieve. That's why it's adapted, added or at least in accordance with similar material. Then after getting references and adjusting to the target achievement of the material then it is developed.</i></p> <p><i>The process of making test questions :</i></p> <ol style="list-style-type: none"> <i>1. Analyze the targets to be achieved</i> <i>2. Look for references related questions</i> <i>3. Choose questions that have an interesting stimulus for students and also contextually so that children can more easily understand the questions</i>

- | |
|---|
| <p>4. Designing and making questions according to the target</p> <p>5. Create an assessment rubric and answer key</p> |
|---|

Question 4
<p><i>Q : How are the results (achievement) of students after taking the test?</i></p> <p><i>A : The results of some students have reached the target and some have not. Because the levels of children are different, they cannot generalize</i></p>

Based on question above, the question made In accordance with the objectives, only sometimes the student results are not same because not all student master it.

Question 5
<p><i>Q : What are the problems or challenges you face in testing Non-English study Program?</i></p> <p><i>A : There are many problems in teaching English, many in the sense that sometimes it is difficult for the students to take English lessons, after exploring the problems that arise because the students poor in vocabulary, and after the pre-test students have problems in vocabulary and sometimes there are who are not motivated to learn because they think English is difficult. The problem is lack of motivation and must be overcome because for success it must have the motivation and willingness to live it will be good and the one who teaches must be enthusiastic. If there is a problem with motivation, then the learning is postponed and given the paradigm about the importance of English first.</i></p>

Question 6

Q : How do you deal with and solve those problems?

A : Solving problems in class is based on an individual approach, Mom prefers to call her child and talk from the heart, because according to Mom, for example, reprimanding children's problems in class will cause other problems such as being down and embarrassed, if their individual approach is more likely to be open. But when it comes to learning problems at the class, the point is that I always say that if don't understand material, it's okay to go to WA, can ask questions not only in class. So far, if there is a problem in the classroom, there must be a problem, so actually the problem can be solved and it is practically non-existent, the average problem in the classroom depends on the motivation of the children and their lack of knowledge of the English language. According to mam, the teacher must be innovative in delivering the material and also designing the test.


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3. English Lecturers C

The results of data collection can be seen in the following table:

Table 4.3

The expected final capability	Learning materials	Indicators and assessment criteria	Number of questions	Test questions
After the teaching learning process the students are able to differentiate about noun, pronoun, verb.	Noun, pronoun, verb.	Accuracy distinguishes Noun, pronoun, verb.	5	A. What are they doing? Use these verbs to complete the sentences. Study Cook Come Swim Stand 1. Where's Farid? "He is in the classroom. He....." 2. You...on my foot. Oh, I'm sorry. 3. Our teacher...now. 4. Look! They.....in the sea. 5. My mothersome cakes in the kitchen.
After the teaching learning process the students are able to differentiate present tense and present continuous tense.	a. Present tense b. Present continuous tense	Accuracy distinguishes Present tense and Present continuous tense	5	B. Choose the correct answer from the multiple choice 6. We__our teeth after breakfast. a. Brush b. Brushes c. Brushing d. Brush 7. My father__get up early at the weekends. a. Is not b. Does not

				<p>c. Do not d. Are not</p> <p>8. It_____a beautiful day today. a. Is b. Am c. Are d. Were</p> <p>9. She____a cup of tea every morning. a. Drink b. Drinks c. Is drinking d. Drank</p> <p>10. The children____at school every Monday. a. Are b. Is c. Am d. Was</p>
After the teaching learning process the students are able to differentiate future tense and future continuous tense.	<p>A. Future tenses B. Future continuous tense</p>	Accuracy distinguishes future tense and future continuous tense.	3	<p>C. Put in will ('ll) or will not.</p> <p>11. I am very hungry. I_____eat this banana.</p> <p>12. You are very special to me. I _____forget you forever.</p> <p>13. I_____be late again, Miss. I promise.</p>
After the teaching learning process the students are able to describe a person.	<p>a. How to describe a person b. Describe a person</p>	The accuracy in writing descriptive text about person	1	 <p>14. Choose the descriptions of</p>

				the person in the picture! (At least 5 sentences)
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a. Analysis of the test

Based on the results of the data above, out of all the questions made by English lecturers C who teach in non-English study programs, the researcher found that all questions were made based on the learning material and were in accordance with the assessment criteria in the lesson plan which consists of 4 learning materials and each learning material has questions that are adjusted to the weight of the material because one of the guidelines in making test questions is the lesson plan and also the target to be achieved. Each meeting already has a lesson plan and the lesson plan contains activities, so it is clear that the lesson plan includes material and activities for each meeting. And from the test it can be seen whether the material has been achieved or not.

The first learning material is about verb which consists of 5 questions, namely questions number 1 to 5, Question number 1 to 5 are according to the expected final capability and syllabus. This can be seen from the arrangement of questions that ask students use the verbs to complete the sentences., the five questions made already represent the expected final capability, namely students are

able to using verb

The second learning material is about present tense and present continuous tense which consists of 5 questions, namely questions number 6 to 10, Question number 6 to 10 are according to the expected final capability and syllabus. This can be seen from the arrangement of questions that ask students choose the best answer in the multiple choice questions in the form present tense and present continuous tense, the five questions made already represent the expected final capability, namely students are able to using present tense and present continuous tense

The third learning material is about future tense which consists of 3 questions, namely questions number 11-13, Question number 11-13 is according to the expected final capability and syllabus. This can be seen from the arrangement of questions that ask students complete the future tense sentence. The question that are made already represent the expected final capability, namely students are able to using the concept of future tenses.

The fourth learning material is about describe a person which consists of 1 questions, namely questions number 14, Question number 14 is a question about describe a person. This question can identify the level of students' ability to describe the true identity by using expressions to tell the physical appearance and character in the picture. The question that are made already represent the expected final capability, namely students are able to writing descriptive text about person.

b. Result of interview

The researcher has conducted interviews with one of the English lecturer who teach in first semester of Non English study program. This interview aims to find out

how the English lecturer makes the test. The results of interviews conducted by the researcher to an English lecturer at IAIN Curup on august 11, 2022 are as follows.

Question 1
<i>Q : What type of test did you use at UTS and UAS?</i>
<i>A : Varies in various options, such as true false, completion , multiple choice</i>

Based on question above, the test made by the lecturer in UTS and UAS in the form of Multiple choice, true false, and completion depending on the context of the test being held and the time is taken.

Question 2
<i>Q : What is the purpose of giving the test to students?</i>
<i>A : The process and purpose is to find out the extent to which the student understands or achieves the learning objectives at each meeting or in each semester.</i>

Based on question above, the test made by the lecturer is adjusted to the goals to be achieved that have been made before.

Question 3
<i>Q : How do you make or design an English test that will be given to students?</i>
<i>A : Develop (developed according to student abilities)</i>
<i>1. The selection of questions is adjusted to the scope of material that has been taught in class</i>
<i>2. Designing the number of questions according to student abilities and time allocation when carrying out the exam</i>

Question 4

<p><i>Q : How are the results (achievement) of students after taking the test?</i></p>
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<p><i>A : Some of their abilities are good and some are surprising, because if there are non-English students who have good English, its so surprising, so it's a surprising thing and the ability of non-English students doesn't mean they're really bad at English. no, because there are some of them with the same level of ability in general as English students and some even more, so their abilities are good when taught a certain material so they can understand, can apply it if there is practice or performance, but there are also those whose abilities it's normal, but after the learning process is carried out on the material, then check how the level of ability in general is good</i></p>
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Question 5

<p><i>Q : What are the problems or challenges you face in testing Non-English study Program?</i></p>
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<p><i>A : The problem is that they are students whose basic language is not English, maybe the problem is from themselves, from motivation that is sometimes not so strong in learning English, then because they are non-English students, sometimes their abilities can be said to be good but not like English students, that's why the difficulty is how to make the material simple when explaining and easy to understand by students, their lack of motivation in learning English is why they don't choose English study programs</i></p>

Question 6
<p><i>Q : How do you deal with and solve those problems?</i></p> <p><i>A : Overcoming the problem requires creativity, how to make interesting, creative methods, which vary in their activities so that they are not bored when learning English. So it is attempted for example in brain storming to stimulate them to pay attention to the material and have an interest in the material being taught, during the learning process miss monitor as a whole, so don't just sit on the bench, but miss see one by one to see who is having trouble, who is cheating, So a personal approach becomes more challenging to teach non-English students.</i></p>

B. Discussion

This part presents the discussion of the research finding. There are three research question proposed in this study. The discussion focused on the finding of three proposed research question. The first discussion is English Lecturers' test type in testing Non english study program, the second discussion is purpose of giving the test and the third discussion is English lecturers' test design. Researcher found some discussion based on the finding on the research field. They were following:

1. The type of test used by English lecturers in testing Non english study program

There are many types of tests used to measure students achievement. Therefore, before lecturers take appropriate steps in making test, they must know in advance about the type of test that will be used for students. In other words, lecturers must get clear and detailed information for test purposes so that they can be very useful for students. Many types of test can determine the level of students.

In this case, based on the interview with english lecturers who teach non english study program in the academic year 2021/2022, The types of tests used at UTS and UAS are multiple choice, completion, true false and essay . The type of test carried out varies depending on the context of the test being held, depending on the weight and amount of material, the time is taken and the ability of the students. This in line with the research conduct by Desmizar Mulia in the university of Banda Aceh, her research is entitled Teacher' test type in English classroom, based on the results, that there were 6 types of test used by teachers in English language learning, such as true/false, multiple choice, matching, short-answer, fill in the blank, and essay.

a. Objective test

Based on the explanation in chapter 2, there are two types of tests used in the teaching and learning process, namely objective tests and subjective tests. Both types of this test are often used in the teaching process, objective tests are frequently used in the class, such as multiple choice, completion, and true false to help students solve their tricky problems. As cited in chapter two in this test the students have choose one correct answer from some choices which provides by the lecturers. From the results the participants said the use of multiple choice, completion and true false is often used in the teaching learning process. While the objective test is applied as a measure to evaluate the students.

b. Subjective test

From the interview questions, the results show that the use of the second type of test is applied in the process of learning English, namely the subjective test, the

form of the subjective test used by the lecturer is an essay. According to English Lecturers, essay test can better measure students competencies or abilities and students can explore what they know about the material they have studied. In essay test also the students have to answer the questions based on their knowledge which have they got using their words to their writing. This is related to the explanation in chapter two, according J. Stanley Ahmann and Marvin D. Glock, The type of essay item the students supply their answer rather than choose the correct answer. To support, “the essay-type question requires the examinee to read the question, formulate his response and express the response in his own words.” It means that the students are given a freedom to express their idea to answer the question.

Based on the explanation above, it can be concluded that the type of test used by lecturers varies according to the material being taught and also the needs. The purpose of holding variations in giving tests is: maintain and increase student attention in learning, increasing students' motivation and curiosity, cultivating a positive attitude towards teachers, maintaining appropriate learning methods. The core purpose of giving various tests is to develop the attention and interest of students so that they learn better.

Edi Soegito and Yuliani Nuraini revealed that the provision of test variations has functions or benefits for:

- 1) Reducing student boredom in taking the test
- 2) Increase student learning motivation

- 3) Stimulate, develop, and bind students' attention to the test they are taking;
 - 4) Growing students' curiosity about the type of test they are taking
 - 5) Grow positive learning behavior in students
 - 6) Know the appropriate models and techniques in carrying out tests that are tailored to the abilities and needs of students
 - 7) Streamlining and explaining communication between teachers and students student
2. The purpose of giving the test by English lecturers in testing Non english study program

According to Siddek says, there are several purposes of the test namely: teacher can find out the knowledge, skill and cognitive abilities of the student, as well as test result can help the teacher to modify their teaching strategies if the old ones don't work²⁴.

This aspect becomes crucial for lecturers before conducting tests, because to determine the type of test to be used must be in accordance with the purpose of giving tests to students and adjusted to the goals to be achieved that have been made before. This thing is evidenced by the interviewed results from the three lecturers, from the interviewed results, the researcher found some lecturers' purpose of giving the test to students, such as: to measure students' abilities, find out students' understanding of the researcher material that has been taught, to compare students'

²⁴ Siddiek, D. A. The Impact of Test Content Validity on Language Teaching and Learning. Available at SSRN 3180269. (2018).

abilities between daily exercises and exams, think about whether the material from several meetings has been achieved or not, and to find out the extent to which the students understand or achieve the learning objectives at each meeting or in each semester.

Based on its purpose, a test is used to:

- a. Obtain feedback on learning outcomes.

The measurement results of a test can be used as feedback for teachers and students. For teachers, test results provide an indication of the effectiveness of their learning so that based on test results, teachers can improve the learning process and understand students' abilities to master and interpret teaching materials. As for students, test results provide an indication of the extent of their learning level, whether there is a need for improvement.

- b. Improve curricula and educational programs.

Usually university just have to implement the curriculum outlined by the government, but with reports from each university on the effectiveness of learning based on the curriculum set, the government will also know whether the curriculum that is notified needs to be improved or not. The results of an evaluation, one of which is through tests, will become a solid foundation for education improvement programs and teaching programs in particular.

- c. Increase student motivation.

The test results will increase students' motivation to learn, if they still do not meet the Minimum Completeness Criteria (KKM) they will try to get up to achieve or even exceed the KKM, and if students have reached the KKM and provide motivation to at least maintain it.

Based on the explanation above, it can be concluded that before determining the type of test to be used in testing students, the lecturer looks at the purpose of carrying out the test that has been made before, so that the type and results of the test are in line with that purpose.

3. English lecturers make or design an English test in testing Non english study program

Not only conveying interesting learning material, a lecturer is also expected to be able to carry out tests. the test in the form of questions that are done during this exam aims to measure students' learning abilities as well as the success of the learning that has been done. In making and designing tests, lecturers have their own ways and steps that are adjusted to the purpose and type of test to be carried out.

Based on the results of interviews with lecturers, the researcher concluded the steps in making test questions, namely:

a. Question Making Steps

Some important things that must be considered before making questions is choosing the material to be tested. After that, determine what type of question want to use (objective or subjective test) then make a grid of the material. Arrange

questions that represent each material evenly and prepare the answer key. Don't forget to review each question again, match it with the answer key and adjust it with the scoring guidelines.

b. Question Formulation Rules

Questions with objective form are widely used for mass tests with a wide range of material. If you want to make an objective question, formulate the question explicitly, don't make a question with multiple negative statements, the length of each option should be the same and the item material should not depend on the answers to the previous questions. Avoid entering 'All incorrect answers' or 'All correct answers' in the multiple choice options. If the questions are subjective, adjust the indicators to the question grid and avoid making questions that lead to multiple interpretations. Use question words that require a clear description, for example explain, describe, mention, etc. Don't forget to provide clear instructions on how to work on the problem. Items must also be immediately equipped with answer keys and scoring guidelines to make it easier to check and assess student answers later.

c. Question Preparation requirements

Good questions are questions that meet the preparation requirements, including:

- 1) Questions must be made based on material or concepts that have been taught
- 2) Understand the advantages and disadvantages of each type of question
- 3) Understand that the questions to be made are directly related to the evaluation so that an objective evaluation of learning activities can be fulfilled.

- 4) Making questions, of course, must start with providing interesting material for students.

Based on the results and discussion above, seen from the type of test, purpose, method of making and designing the test, the researcher concludes that English lecturers are quite good at making test questions for various reasons. The first reason is seen from the type of test used, English lecturers use various types when holding tests at UTS and UAS, this is to reduce student boredom when taking tests and English lecturers can find out the appropriate type and test design according to the abilities and students' needs, the lecturers don't only compete with one type of test, so lecturers can modify their type of test if the old ones do not work.

The second reason is seen from the purpose of giving the test, english lecturers have the same purpose, namely the lecturers can find out the knowledge, skills and cognitive abilities of the students, as well as test results can help the lecturers to modify their teaching strategies if the old ones do not work. So before determine the type of test to be used must be in accordance with the purpose of giving tests to students and adjusted to the goals to be achieved that have been made before. The third reason is seen from the design and the way lecturers make test questions, before making test questions, lecturers are guided by the purpose that have been made, the lesson plan and also the types of questions to be tested. so that after referring to the above, lecturers can determine and make the right design in making test questions.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of two sections. The first section deals with conclusion of the research, the second section deals with suggestion that related with the conclusion.

A. Conclusion

The main purpose of this research was determined whether the English test made by the English lecturer who teach in first semester of IAIN curup was in accordance with the purpose in the lesson plans. Based on the results and discussion in chapter IV, it can be concluded that the English lecturer who teach in first semester of IAIN curup has made questions that are accordance with the lesson plans. The lecturer makes a question by matching the test with the purpose, matching the test with the lesson plans and matching the test with the material that has been taught.

The results of the interviews that the researcher obtained showed that the English lecturer who teach in first semester, was quite good in making test questions. According the questions posed by the researcher in table 1 to 6 that English lecturer, made the test for the student in the form of objective tests and subjective tests according to what want to test. Before making questions, they first made a grid that was adapted to the purpose, lesson plan, and material that has been taught and analysis the level of student ability so that the test given were easily understood by students. The test questions tested are also adjusted to the weight of the material and

lesson plan because one of the guidelines in making test questions is the lesson plan and also the target to be achieved.

B. Suggestion

After researching and analyzing the data that has been collected, the researcher has suggestion that will be useful for the lecturer, students and the future researcher who are interested in researching about the type of English test made by the lecturer. The suggestions are as follow:

1. To make the test that is in accordance with purpose, the lecturer must match the test with curriculum used by the campus. In addition, the lecturer must consult with other lecturer to test the questions together before giving them to students so that there are not many mistakes in making test.
2. For students, the researcher suggests to be more active, creative, foster spirit and motivation in follow the English learning process and try to understand the materials because the Lecturers have done design the materials based on students' ability and needed. The lecturers have given the best effort in giving the materials during the English learning process
3. For the future researcher who are interested in learning about type of the test made by the lecturer. They can be used this research as a reference for the next research.

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PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Mewajibkan**
- Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud;
 - Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II;
- Mengingat**
- Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional;
 - Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
 - Peraturan Menteri Agama RI Nomor : 36 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
 - Keputusan Menteri Pendidikan Nasional RI Nomor 184/II/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
 - Keputusan Menteri Agama RI Nomor B.II/3/15447, tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
 - Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
 - Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 22 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan**
- Surat Rekomendasi dari Tadris Bahasa Inggris Nomor: 162/FT.2/PP.20.9/TB/2022
 - Berita Acara Seminar Proposal Hari Senin, 18 April 2022

MEMUTUSKAN:

Menetapkan

- Pertama**
1. Lefty Noviyenty, M.Pd 197611062003122004
 2. Henny Septia Utami, M.Pd 2020108101

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa:

N A M A : Novi Agnes Paramitha

N I M : 18551041

JUDUL SKRIPSI : Evaluation System Used By English Lecturers in Evaluating Non-English Students' Achievement At IAIN Curup

- kedua**
- Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi;
- Ketiga**
- Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan;
- Keempat**
- Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku;
- Kelima**
- Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya;
- Keenam**
- Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan;
- Ketujuh**
- Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku;



Tambahan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kahag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 64 /In.34/FT/PP.00.9/06/2022
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

20 Juni 2022

Kepada Yth. Rektor IAIN Curup

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Novi Agnes Paramitha
NIM : 18551041
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : Evaluation System Used By English Lecturers in Evaluating Non English Students' Achievement at IAIN Curup
Waktu Penelitian : 20 Juni 2022 s.d 20 September 2022
Lokasi Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih



Tembusan : disampaikan Yth :

1. Rektor
2. Wakil
3. Ka. Biro ALIAK
4. Arsip



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
PROGRAM STUDI TADRIS BAHASA INGGRIS**

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SURAT KETERANGAN CEK SIMILARITY

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul : **Evaluation System Used by English Lecturer in
Evaluating Non-English Students' Achievement at IAIN
Curup**
Penulis : **Novi Agnes Paramitha**
NIM : **18551041**

Dengan tingkat kesamaan sebesar 25%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 16 November 2022

Pemeriksa,
Admin Turnitin Prodi Tadris Bahasa Inggris


Sarwo Edy, M.Pd

KETERANGAN TELAH WAWANCARA

Yang bertanda tangan di bawah ini :

Nama : MELLI KUSMANINGRUM, M.Pd.

Jabatan : D.L.B

Alamat : KEL. AIR DUKU

Menerangkan dengan sebenarnya bahwa :

Nama : Novi Agnes Paramitha

Nim : 18551041

Prodi : Tadris Bahasa Inggris

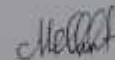
Fakultas : Tarbiyah

Telah mengadakan wawancara dalam rangka penyusunan skripsi yang berjudul : **"Evaluation System Used by English Lecturers in Evaluating Non-English Students' Achievement at IAIN CURUP"**. Demikian surat keterangan ini di buat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Curup, 2 Agustus 2022

Mengetahui

(pihak yang di wawancarai)



(MELLI KUSMANINGRUM, M.Pd.)

KETERANGAN TELAH WAWANCARA

Yang bertanda tangan di bawah ini :

Nama : MASITA ARIANIE

Jabatan : DLB

Alamat : KEPAHANG

Menerangkan dengan sebenarnya bahwa :

Nama : Novi Agnes Paramitha

Nim : 18551041

Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah

Telah mengadakan wawancara dalam rangka penyusunan skripsi yang berjudul : "Evaluation System Used by English Lecturers in Evaluating Non-English Students' Achievement at IAIN CURUP". Demikian surat keterangan ini di buat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Curup, 2 Agustus 2022

Mengetahui

(pihak yang di wawancara)

Masita

(MASITA ARIANIE, M.B.)

KETERANGAN TELAH WAWANCARA

Yang bertanda tangan di bawah ini :

Nama : NACTITI HANDAYANI

Jabatan : DLB

Alamat : Curup

Menerangkan dengan sebenarnya bahwa :

Nama : Novi Agnes Paramitha

Nim : 18551041

Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah

Telah mengadakan wawancara dalam rangka penyusunan skripsi yang berjudul : "Evaluation System Used by English Lecturers in Evaluating Non-English Students' Achievement at IAIN CURUP". Demikian surat keterangan ini di buat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Curup, 11 Agustus 2022
Mengetahui
(pihak yang di wawancara)

(.....)

Interview Guidance

No	Objectives	Indicators	Sub-indicators	Questions
1	To figure out how the type of test used by English Lecturers in testing Non-English study Program	Test is a method or set of standards for assessing the progress of students in acquiring knowledge after the teaching and learning process, and one ways to do this by giving tests made by the teacher to achieve learning objectives in systematic ways.	<p>3.Objective Test This test can be called objective if the answers of the test have only one the correct answer as a key of the test item. In this test the students have choose one correct answer from some choices which provided by the teacher.</p> <p>4. Subjective Test In subjective test, the students have to answer the question based on their knowledge which have they got using their words to their writing.</p>	9. What type of test did you use at UTS and UAS?
2	To figure out how the purpose of giving the test in testing Non-English study Program	There are several purposes of the test namely: teacher can find out the knowledge, skill and cognitive abilities of		<p>10. What is the purpose of giving the test to students?</p> <p>11. How do you make or design an English test that will be given to students?</p> <p>12. How are the results (achievement) of students after taking</p>

	.	the student, as well as test result can help the teacher to modify their teaching strategies if the old ones don't work		the test?
3	To figure out the problems of English Lecturers in testing Non-English study Program	-	-	<p>13. What do you know about problems in the English learning process for Non-English study Program?</p> <p>14. What are the problems or challenges you face in testing Non-English study Program?</p> <p>15. How do you deal with and solve those problems?</p> <p>16. Do you find Non-English students' problems to complete the test?</p>

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. The blue color phrases are added or revised to be coherent with the theory in chapter II.

The other suggestion from the validator is to add the theory in chapter II about the English Lecturers' problems in evaluating Non-English Students' achievement.

August 2022

Validator

Nastiti Handayani, M.Pd

Interview Guide

1. What type of test did you use at UTS and UAS?
2. What is the purpose of giving the test to students?
3. How do you make or design an English test that will be given to students?
4. How are the results (achievement) of students after taking the test?
5. What do you know about problems in the English learning process for Non-English study Program?
6. What are the problems or challenges you face in testing Non-English study Program?
7. How do you deal with and solve those problems?
8. Do you find Non-English students' problems to complete the test?

Interview Transcription

1. What type of test did you use at UTS and UAS?

English Lecturer A:

“The type of test I used in UTS and UAS are Multiple choice, Fill in, Essay”

English Lecturer B :

“The type of test used in UTS and UAS is a written test in the form of an essay and does not use multiple choice. Questions are made depending on the weight and amount of material. For example, there are 5 materials, which means 5 types of questions will be made. The reason for using essays is because essays can better measure student competencies or abilities, through essays students can explore what they know about the material they have studied “

English Lecturer C :

“Varies in various options, such as true false, completion , multiple choice”

2. What is the purpose of giving the test to students?

English Lecturer A :

“To measure students' abilities, find out students' understanding of the material that has been taught and to compare students' abilities between daily exercises and exams.”

English Lecturer B :

“The purpose of the test is to measure students' understanding of the material that has been studied. Think about whether the material from several meetings has been reached or not”

English Lecturer C :

“The process and purpose is to find out the extent to which the student understands or achieves the learning objectives at each meeting or in each semester. ”

3. How do you make or design an English test that will be given to students?

English Lecturer A :

“In making questions, I usually create my own or develop according to what want to test, I create my own questions according to the material. How to make questions according to the material and also the ability of students and for the distractor by looking for words that are similar and close, not distracting the words that are too far away”

English Lecturer B :

“In making test the first adopt, the second adapt and the third develop. Because making questions requires references, those are the references that I adopt, I see and read. After getting the reference, have to adjust it to the target want to achieve. That's why it's adapted, added or at least in accordance with similar material. Then after getting references and adjusting to the target achievement of the material then it is developed.

The process of making test questions :

- 1. Analyze the targets to be achieved*
- 2. Look for references related questions*
- 3. Choose questions that have an interesting stimulus for students and also contextually so that children can more easily understand the questions*
- 4. Designing and making questions according to the target*
- 5. Create an assessment rubric and answer key”*

English Lecturer C :

“Develop (developed according to student abilities)

- 1. The selection of questions is adjusted to the scope of material that has been taught in class*
- 2. Designing the number of questions according to student abilities and time allocation when carrying out the exam”*

4. How are the results (achievement) of students after taking the test?

English Lecturer A :

“Student results or abilities are more than 50% successful, only 20% or 30% are remedial. At UAS most are not remedial. When UTS is 50% remedial and 50% non-remedial.”

English Lecturer B :

“The results of some students have reached the target and some have not. Because the levels of children are different, they cannot generalize”

English Lecturer C :

“Some of their abilities are good and some are surprising, because if there are non-English students who have good English, it's so surprising, so it's a surprising thing and the ability of non-English students doesn't mean they're really bad at English. No, because there are some of them with the same level of ability in general as English students and some even more, so their abilities are good when taught a certain material so they can understand, can apply it if there is practice or performance, but there are also those whose abilities it's normal, but after the learning process is carried out on the material, then check how the level of ability in general is good”

5. What are the problems or challenges you face in testing Non-English study Program?

English Lecturer A :

“There are many problems in teaching English and testing, because the first one from the campus itself did not give from each study program what to learn and what book, so the first problem was external from books, so each lecturer looked for his own book, created his own, the syllabus also creates itself, only the format can be seen from the campus, it is not determined from the campus how the syllabus is. External problems are in the form of books, so the lecturers look for his own books. If internally there are many students below 50% of their knowledge of English, so the lecturers cannot force them to be able to because each student's ability is different, but try how the students understand.”

English Lecturer B :

“There are many problems in teaching English, many in the sense that sometimes it is difficult for the students to take English lessons, after exploring the problems that arise because the students are poor in vocabulary, and after the pre-test students have

problems in vocabulary and sometimes there are who are not motivated to learn because they think English is difficult. The problem is lack of motivation and must be overcome because for success it must have the motivation and willingness to live it will be good and the one who teaches must be enthusiastic. If there is a problem with motivation, then the learning is postponed and given the paradigm about the importance of English first.”

English Lecturer C :

“The problem is that they are students whose basic language is not English, maybe the problem is from themselves, from motivation that is sometimes not so strong in learning English, then because they are non-English students, sometimes their abilities can be said to be good but not like English students, that's why the difficulty is how to make the material simple when explaining and easy to understand by students, their lack of motivation in learning English is why they don't choose English study programs”

6. How do you deal with and solve those problems?

English Lecturer A :

To overcoming these problems using various ways or methods in teaching, for example they are difficult to read, we teach first how to read, we teach from the beginning, because not all of them understand English, how to overcome them in various ways, one of which is watching movies on youtube because there are many examples on youtube that they can see. If the difficulty is clear, if the students just stay quiet, it's difficult for us to detect it, but if they speak up we can help.

English Lecturer B :

“Solving problems in class is based on an individual approach, Mom prefers to call her child and talk from the heart, because according to Mom, for example, reprimanding children's problems in class will cause other problems such as being down and embarrassed, if their individual approach is more likely to be open. But when it comes to learning problems at the class, the point is that I always say that if don't understand material, it's okay to go to WA, can ask questions not only in class.

So far, if there is a problem in the classroom, there must be a problem, so actually the problem can be solved and it is practically non-existent, the average problem in the classroom depends on the motivation of the children and their lack of knowledge of the English language. According to mam, the teacher must be innovative in delivering the material and also designing the test.”

English Lecturer C :

“Overcoming the problem requires creativity, how to make interesting, creative methods, which vary in their activities so that they are not bored when learning English. So it is attempted for example in brain storming to stimulate them to pay attention to the material and have an interest in the material being taught, during the learning process miss monitor as a whole, so don't just sit on the bench, but miss see one by one to see who is having trouble, who is cheating, So a personal approach becomes more challenging to teach non-English students.”

Documentation of interview English Lecturers

Interview with Mam Melli Kusmaningrum

(On 02th August 2022)



Interview with Mam Masita Arianie

(On 03th August 2022)



Interview with Miss Nastiti Handayani Via Whatsapp

(On 11th August 2022)



Examples of Lecturers' UTS and UAS question

NO. _____
Date : / /

1. My brother (are / is / was) talking on the phone now.
2. I (walk / walked / walking) to the school yesterday.
3. Maria (are / is / were) sleeping on our sofa now.
4. We (worked / working / work) in this mall last week.
5. Indah and Alfi (was / are / were) buying a car last month.
6. Anita (were / was / has) painting yesterday.
7. I will eat pizza.....
8. I ... driving to work yesterday.
9. They will.....my birthday tomorrow.
10. We were when the police came last week.
(celebrate, next week, sleeping, was)

2022/12/28 14:49

**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
PROGRAM STUDI PENDIDIKAN GURU MADRASAH IBTIDAIYAH**

FINAL TEST

LECTURER : MASITA ARIANIE, M.Pd.
COURSE : BAHASA INGGRIS

- A. Translate into English
 - 13. Saya sedang belajar bahasa Inggris sekarang.
 - 14. Budi dan Siti sedang tidur.
 - 15. Kami tidak sedang membaca buku sekarang.
 - 16. Apakah ibu sedang memasak sekarang?
 - 17. Apakah mereka sedang menonton TV sekarang?
- B. Use the words in the bracket to complete the questions.
 - 1. Was she the flowers at 6 yesterday morning? (water)
 - 2. At this morning yesterday, the rain ... harder and harder. (get)
 - 3. I ... *pecel lele* at this time last week. (buy)
 - 4. I was cooking while she..... (make a bed)
 - 5. They slept when we ... English at 1 yesterday. (study)
- C. What will you do on your next holiday? Mention it briefly (at least 5 plannings)
- D. Describe (physical appearance and character) your mother.
- E. Answers this following questions based on the text.

THE QURAN

The Quran is the book of Allah. Every word of the Quran is the word of Allah. It is a book of Guidance. It is preserved in its original form. Not a single word of it has been changed or lost. It is found today exactly as it was revealed to the Prophet Muhammad (p.b.u.h). How was the Quran revealed to the Prophet Muhammad (p.b.u.h)? Allah revealed the Quran through the Angel Gabriel. Gabriel passed on Allah's words to Muhammad (p.b.u.h), then Muhammad (p.b.u.h) asked his secretary to write down exactly what Gabriel told him.

The revelation was completed over a period of 23 years. Some muslims learn the whole of the Quran by heart, but all Muslims learn parts of the Quran by heart. It is preserved through memory as well as writing. It was written down from the very beginning. Allah has given His protection to it and it will always be preserved. Nobody can change it, as was said by Allah, "Allah sent it and will protect it"

The Quran is the Final book sent by Allah, it is a great and noble book. It was revealed in the Arabic language in a beautiful style. Its rhyme and rhythm are beautiful. The Quran is a wonderful book of guidance. It gives us a good feeling to read it. Its message is full of life. In other words, the Quran tells us how to serve and worship God. It also tells us how to live a life of virtue. The Quran tells us how to be good and give up bad habits. It tells us how to behave at home, how to behave with our parents, brothers, sisters, friends, neighbors, and strangers. It tells us how to behave towards other people. It is a book for all men and women in all parts of the world and for all times. It is the book of complete guidance. It is the true guidance for all mankind. Allah asked us to read the Quran and follow what it says. A Muslim believes in the Quran, reads it daily, understand its meaning and tries to follow it in his life. We will be happy and successful if we obey Allah's commands which are written in Quran.

Answer the following questions!

1. What is the Quran?
2. How was Quran revealed to Prophet Muhammad (p.b.u.h)?
3. What did the Angel Gabriel do with the Quran?
4. How was the Quran preserved?
5. Was the Quran guaranteed to be original forever? Explain!
6. What is special about Quran?
7. What is the main message of the Quran?
8. Do we have to worship God? Why?
9. What must be done by muslims with the Quran?
10. What will we receive if we follow what Allah said in the Quran?

INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP

Mata Kuliah	Bahasa Inggris
SKS	2
Pertemuan/Waktu	Ke 16 (Ujian Akhir Semester)
Dosen	Nastiti Handayani, M.Pd

A. Complete the blanks in the following dialogues!

- Lecturer : _____?
Student : I am from Japan.
- Adnan : _____?
Farid : I live at 18 Market Street, Manchester.
- Lecturer : _____?
Student : My phone number is 082156571884
- Lecturer : _____?
Student : His name is Andreas.
- Lecturer : _____?
Student : Her hobby is cooking.

B. What **are** they **doing**? Use these verbs to **complete** the sentences.

Study	Cook	Come	Swim	Stand
--------------	-------------	-------------	-------------	--------------

- Where's Farid? "He is in the classroom. He _____"
- You _____ on my foot. Oh, I'm sorry.
- Our teacher _____ now.
- Look! They _____ in the sea.
- My mother _____ some cakes in the kitchen.

C. Make the positive verbs negative. Make the negative verbs positive

Example :

- a** She went to work. She didn't go to work
b I didn't eat biscuits. I ate biscuits.

- Yesterday morning Carol woke up early.
- Ann didn't study English last night.
- She was interested in this book.
- Farid didn't go to the university two days ago.
- We were not late yesterday.

D. Put in will ('ll) or will not.

- I am very hungry. I _____ eat this banana.

2. You are very special to me. I _____ forget you forever.
3. I _____ be late again, Miss. I promise.

E. Answer these questions COMPLETELY! Use these verbs to **complete** the sentences.

Stay at home	Go on holiday	Study new skill	Work
---------------------	----------------------	------------------------	-------------

1. What are you going to do next month?
2. What are you going to do next Sunday (new year)?

F. Choose the correct answer from the multiple choice

1. We _____ our teeth after breakfast.
 - a. Brush
 - b. Brushes
 - c. Brushing
 - d. Brush

2. My father_____get up early at the weekends.
a. Is not
b. Does not
c. Do not
d. Are not
3. It_____a beautiful day today.
a. Is
b. Am
c. Are
d. Were
4. She_____a cup of tea every morning.
a. Drink
b. Drinks
c. Is drinking
d. Drank
5. The children_____at school every Monday.
a. Are
b. Is
c. Am
d. was

G. Choose the descriptions of the person in the picture! (At least 5 sentences)



He is cute	He is friendly
He has beard	He is a good student
He has long hair	He is lazy
He is fat	He is diligent

Good Luck, Semoga Berhasil



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA: Novi Peres Paramitha
NIM: 1821041
FAKULTAS/PRODI: Teknik / Teknik Bahasa Inggris

PEMBIMBING I: Dr. Lelly Novienty, M.Pd
PEMBIMBING II: Henny Sepha Utami, M.Pd
JUDUL SKRIPSI: Evaluation system used by English Lecturers in Evaluation Non-English Students Achievement Achievement at LAIN Curup

* Kartu konsultasi ini harus dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2.

* Ditujukan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dihitung dengan kolom yang di ataskan.

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diajukan di-
harapkan agar konsultasi terakhir dengan pembimbing dilakukan
paling lambat sebelum ujian skripsi.



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA: Novi Peres Paramitha
NIM: 1821041
FAKULTAS/PRODI: Teknik / Teknik Bahasa Inggris

PEMBIMBING I: Dr. Lelly Novienty, M.Pd
PEMBIMBING II: Henny Sepha Utami, M.Pd
JUDUL SKRIPSI: Evaluation system used by English Lecturers in Evaluation Non-English Students Achievement Achievement at LAIN Curup

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi LAIN Curup.

Pembimbing I: [Signature]
Pembimbing II: [Signature]
NIP. 09% 110 63003 1 2 200 4
NIP. 09% 110 63003 1 2 200 4



IAIN CURUP

NO	TANGGAL	Materi yang Disampaikan	Paraf Pembimbing I	Paraf Mahasiswa
1	13/2022 6	- Revisi Bab 1 dan 2 - Revisi Bab 3		
2	16/2022 6	- Tambahan dan perbaikan - Revisi Bab 1, 2, 3		
3	17/2022 6	- Acc Bab 1, 2, 3		
4	20/2022 6	- Lanjut Penelitian		
5	9/2022 9	- Rapikan Tabel, Tulisan		
6	12/2022 9	- Revisi Raporan Findings dan Discussion		
7	16/2022 9	- Acc Bab IV dan V		
8	14/2022 9	- Acc untuk ujian		



IAIN CURUP

NO	TANGGAL	Materi yang Disampaikan	Paraf Pembimbing II	Paraf Mahasiswa
1	18/2022 5	- Revisi Bab 1 - Perbaiki Background		
2	25/2022 5	- Revisi Bab 2		
3	6/2022 6	- Revisi bab 3 - Perbaiki Instrumen Penelitian		
4	10/2022 6	- Revisi Bab 1 dan 2 - Revisi Instrumen		
5	2/2022 8	- Revisi data Display dan Discussion		
6	24/2022 8	- Perbaiki dan tambahkan Footnote, tambahkan Previous shot		
7	26/2022 8	- Acc Bab IV dan V		
8	9/2022 9	- Acc Sidang		

BIOGRAPHY



Novi Agnes Paramitha is the author of a scientific thesis with the title **“Analysis of English subject test on Non-English Study program at IAIN CURUP”** .

The author was born in Lahat Regency on August 5, 2000. The author is the second of three children born to Mr. Darwin and Mrs. Wiwik Supriyanti. The writer's sister named Ika Kriswanti, S.Pd and Nova Agnes Paramitha. The author's address is in Desa Purwasari, Kec. Merapi Barat Kab. Lahat , Provinsi Sumatera Selatan.

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