

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

This chapter presents the result and discussion of research. The data collected of the interview, observation, and also documentation which is discussed based on the theory and concept from the previous chapter.

A. Result of Research

In this section, the researcher describes and explains about the result of the use of multiple versions of English test in evaluating the students' English achievement at fifth semester of English department in IAIN Madura academic year 2019/2020, how the teacher use multiple versions of English test in evaluating the students' English achievement at fifth semester of English department, and how the students' English achievement with the use of multiple versions of English test at fifth semester of English department in IAIN Madura.

There are three ways done by researcher to obtain data, namely observation, interview, and documentation. Observation is made to obtain data related to how the students' English achievement with the use of multiple versions of English test and how the teacher distributes the test to the

students. Observation is made only in one meeting because the tests in each class are carried out on the same day but in different times, that is on the 13th December 2019.

In addition, researcher also gets the data by conducting interview with teacher and students. The data relates to how the teacher uses the multiple versions of English tests in evaluating the students' English achievement and how the students' English achievement both from the teacher's side and the students' side. Interview with the teacher is conducted twice, that are on the 13th December 2019 and 19th March 2020, whereas students are conducted on the 13-15th March 2020.

The last method that the researcher uses to get the data is documentation. This method helps the researcher to make the data that gotten from observation and interview more reliable.

1) The use of multiple versions of English test by the teacher in evaluating the students' English achievement at fifth semester of English department in IAIN Madura academic year 2019/2020

The researcher conducts the interview with Mr. Mulyadi as the teacher of cross cultural understanding class. He explains how he uses multiple versions of English test by giving several statements to the researcher in accordance with the questions asked.

In designing questions, the teacher has previously prepared the things that need to be considered before giving the test. There are two

things done, that are, consider the abilities possessed by students and make a specification table. As his statement:

“There are several steps that I have prepared in designing this kind of questions. The first is I must consider the students competence, I must consider the students skill. In this case, how they analyze and then how they perform in the classroom, so based on these two levels of competence and their skill become my consideration in designing the questions. The second step is I make some what we call here a table of specification, for example today in final exam of cross cultural understanding, I have designed four different kinds of questions for the students, each set of question consists of seven items which are represent for seven topics. One item represents for one topic, for example in the topic of ‘work ethics’ I have prepared four questions, the four questions I shared into four different types of question. So, when you ask me the types of the question in the final exam I prefer to have essay question to answer by the students.”¹

Based on the statement above, the teacher has two things that have been prepared beforehand in designing the multiple versions of the English test. The first thing is the teacher considers the ability of students while in class, both in terms of knowledge and performance in the classroom. The teacher sees and recalls about the ability of students when the lesson takes place in class. What are the skills they have when performing in front of the class when presenting the results of their group discussion. Then, when class discussions take place the teacher also pays attention to how the understanding each student has when expressing his opinion. This understanding can also be seen when students ask questions. Are the questions students ask relevant to the material being discussed or not. Whereas the second thing is the teacher makes a specification table of the questions to be given.

¹ Mulyadi, The Teacher, Direct Interview, December 13, 2019, 14.10 PM.

The reason for using the multiple versions of test is because the teacher understands the different abilities possessed by each student. There are some students who are good to answer certain types of questions while another student is good in other types of questions. For example, there are students who are good at answering literal questions. This might be due to the students having good memories or even better than the memories of other students. Meanwhile, there are also other students who are good at answering analytical questions. This problem, as the term requires the ability to analyze. Students are required to understand and understand something that is asked in the problem. As explained by the teacher:

“First, I believe in individual differences. Some students are strong enough to have an analysis of the questions, but this is not happening to the other students. When we call about individual differences, I myself for example quite good at analysis but other people might be quite good at literal question such as what is it, when is it. Based on that consideration I design to set up the questions differently from one student to the other student.”²

Based on the statement above, it can be seen the results of considerations made by the teacher before designing the multiple versions of the English test itself. After considering the students' skills and performance in class, the teacher sees that there are students who are good at answering literal questions and there are also students who are good at answering analytical questions. This is the reason why teachers use multiple versions of English test. In addition to making questions with various versions, the teacher also designs in each version the

² Mulyadi, The Teacher, Direct Interview, December 13, 2019, 14.13 PM.

questions also contain literal questions and also analysis questions. So, the questions made are also more diverse.

The teacher uses multiple versions of the test in the final exam. There are seven topics to be tested. These topics are topic given after the midterm exam. For each topic the teacher makes four different questions because there are four versions of the questions that the teacher wants to make, so for one version of the questions there are seven questions that represent seven topics. Mr. Mulyadi stated, "I used it in final exam I differentiate the types of the item of the question into four different types of question. Each set of question consists of seven questions which I derive from the seven topics I give after midterm test."³ It is also supported with the teacher's first statement, "I have designed four different kinds of questions for the students, each set of question consists of seven items which represents for seven topics. One item represents for one topic, for example in the topic of 'work ethics' I have prepared four questions, the four questions I shared into four different types of question."⁴ So, based on the teacher's statement above it can be concluded that the teacher uses multiple versions of English test by making four versions of the questions. Each version of the question has seven questions that represent seven learning topics that has previously taught. It should be noted that although the topics between one version of the question and the other are the same, the question is still different. That is, in the four versions of the questions none of the questions are the

³ Mulyadi, The Teacher, Direct Interview, December 13, 2019, 14.15 PM.

⁴ Mulyadi, The Teacher, Direct Interview, December 13, 2019, 14.13 PM.

same, but only have the same topic. Not to forget, the teacher also mentions that the teacher uses one type of question that is the essay question. He uses it because essay test can better represent the students' skill from their exam answer.

In determining the difficulty of each version of the question, the teacher chooses several items or questions that have a higher level of difficulty than the other questions and gives more points for the question. This question is spread evenly in each version of the question. The teacher states "As a matter of fact, I give some emphasis for specific items to have greater values when the item asking about how the students analyze the questions I give higher than the literal question. This is how I differentiate one item to the other items."⁵ Based on the above statement, it can be seen that the teacher arranges the level of difficulty in each version of the question equally so that each student will get the question with the same level of difficulty. The teacher has designed the questions with the same relative difficulty between one question and another. The trick is to give more points to questions with more difficulty compared to other questions. Usually this type of question is a question that requires an answer in the form of analysis. Questions like this are spread out in all versions of the questions so that there is an equal degree of difficulty in each version of the test. So, it can be believed that the level of difficulty between one question with another question is the same and not that which is more difficult or easier so that it is fair for all students.

⁵ Mulyadi, The Teacher, Direct Interview, December 13, 2019, 14.16 PM.

In distributing the questions to each student, the teacher ensures that each student has a different version of the question especially to students who sit close together. As his statement, “There are four versions of the questions, for example in a row there are eight students, and four students will have four different questions.”⁶ As mentioned, there are four versions of the questions and each student will get questions with different versions of each other. If students sitting close together have the same version of the questions then the test is no different from ordinary tests in general. The purpose of using multiple versions of English test also cannot be fulfilled. So the teacher really has to make sure that students have questions with different versions.

This is also supported by the observation of researcher in each class. In A class, the teacher gives the test paper from the left side to the back, after two rows he starts giving the test paper sideways until finish. While in D class, the teacher gives the test questions at random that might be said diagonally. He just makes sure that the students do not have the same versions of the test. The last one is C class, for this class the teacher starts from the right side first. Two rows from right to back then the other rows to the side. The way the teacher distributes exam questions is different in each class, but basically it is done to avoid the similarity of the version of the questions that are owned by students, especially for students who sit close together.

⁶ Mulyadi, The Teacher, Direct Interview, December 13, 2019, 14.16 PM.

In fact, this also applies to students who arrive late to class. From all classes, many students arrive late to take the exam but the teacher allows them to take the exam. When students come to class the teacher immediately asks them to sit in their chairs without taking exam questions. This is because the teacher himself will give the exam questions. Students are also asked to occupy an empty front seat and are not advised to sit in the back seat. This is done so that the class looks neat and makes it easy for the teacher to supervise them.

Besides conducting interview with the teacher, researcher also observes the multiple versions of test that used in this final exam. Here are the multiple versions of the test.

a. Test 1

- 1) How do you differentiate American and Madurese work ethics?
- 2) Do Madurese people keep their privacy? Explain
- 3) How do Madurese people name the new baby born?
- 4) Recognize the Madurese table manners and explain its cultural values.
- 5) What is superstition? What are the sources of superstitions?
- 6) *Buppa'-bhâbu, guru, rato* how do you describe this in teacher-students relationship?
- 7) Is feminism appropriate to Madurese culture?

b. Test 2

- 1) Based on its culture, describe the Madurese work ethic?
- 2) What is the importance of being punctual and being on time for American?
- 3) Does religion influence American funeral custom? Explain
- 4) How do American cultural values affect American table manner?
- 5) Identify some examples of superstition in Madura.
- 6) How do Madurese students view the independent learning?
- 7) Does Madurese culture allow women working in public sphere? Explain

c. Test 3

- 1) Are all American hard workers? Discuss it from the view of American work ethics.
- 2) There has been a stigma that Madurese people do not appreciate time. What do you think?
- 3) Because of culture, American babies grow healthier than Madurese ones. Do you agree with this opinion?
- 4) American people have a better table manner than Madurese. Do you agree with this opinion?
- 5) The more modern society the less they believe in superstitions. Do you agree with this statement?

- 6) One of the characteristics of modern teaching method is the need of critical thinking in a classroom. Is it fit and proper for Madurese culture?
- 7) Does Madurese culture support Feminism?

d. Test 4

- 1) Write some Madurese proverbs describing they are hard workers.
- 2) How does American use the space to keep their privacy?
- 3) How do Madurese people publicize the passing person?
- 4) Is there any difference in kinds of meal served in breakfast, lunch, and supper in Madurese culture?
- 5) Write the examples of superstitions in American culture.
- 6) Madurese students are more polite to the teachers than American ones. Do you agree?
- 7) Does your campus support feminism? Explain

Based on the multiple versions of the test above, it can be seen that the teacher has made four test versions and each test has seven questions where each question represents seven learning topics. Question number one represents about work ethics, question number two represents about time and space pattern, question number three represents about birth and funeral custom, question number four represents about food and table manners, question number five represents about superstitions, question number six represents about students and teacher relationship, and the

seventh question represents about women roles. Although the topics in each number are the same, the questions in each version are still different from one another.

In question number one, all test versions of the test ask about work ethics. However, the thing asked is different but still interrelated. As in test 1 the teacher asks about the difference between American and Madurese work ethics, and on test number 2 the thing that is asked is the Madurese work ethic. While in test 3 and test 4 ask about the American work ethics and Madurese proverbs about work ethics. These questions are different from each other but are still related to each other and are still on the same topic. The level of difficulty is also relatively the same. This also applies to questions number 2, 3, 4, and so on.

In the multiple versions of the test above, the teacher also mixes literal questions and analysis questions in one version of question. This is done so that the level of difficulty in each test is the same. As in test 2, it can be seen in question number 3 the question is "does religion influence American funeral custom? Explain". This question is an example of an analysis question. Answering this question requires an understanding of how the funeral procession is in American culture. Then it can be identified whether the funeral procession in American culture is influenced by religion or not. Another case with question number 5, namely "identify some examples of superstition in Madura". This problem is a literal problem in which students only have to mention what are the examples of superstition in Madura culture.

It can be compared with test 4 which also has a literal question and also an analysis question. It can be seen in question number 2 which is "how does American use the space to keep their privacy?" this is a question in the form of analysis. It takes a deep understanding of how space is used in American culture. Then students can answer this question. Furthermore, it can be seen in question number 5 the question is "write the examples of superstition in American culture". Similar to the previous version of the question, this question asks students to cite examples of superstitions that exist in American culture. This problem is an example of a literal problem.

So based on the explanation above, it can be concluded that in each version of the questions, the teacher makes different questions with the same level of difficulty. The similarity of the difficulty level of each version of the questions can be seen by the spread of literal questions and analysis in each version of the questions.

2) The students' English achievement with the use of multiple versions of English test at fifth semester of English department in IAIN Madura academic year 2019/2020

There are three forms of students' English achievement, namely students score, students' mastery of knowledge, and students' attitudes.

a. Students score

In every subject there is a standard value that must be achieved by students in order to pass from the class as well as for the Cross Cultural Understanding class. The teacher revealed that to be able to pass from the Cross Cultural Understanding class students must achieve score at least 60, fewer than that students can be declared not passed this class. 60 is the minimum score and the maximum score is 100. This standard follows the rules given by the campus. As the teacher's statement:

“All of the lecturers and all of the subjects must be using the scores decided by the academic's guideline books released by the campus. The minimum score to be called pass the subject is 60, so below 60 or under 60 you are not allowed to go through in this step, at least 60, and the maximum score is 100, so you can pass the subject especially Cross Cultural Understanding class.”⁷

As has been explained from the statement above, it can be said that in providing student scores the teacher has followed the rules imposed by the campus. The minimum score set by the campus provisions is 60, meaning that to be able to graduate from one class students must have a score of at least 60. A score below 60 means

⁷ Mulyadi, The Teacher, Direct Interview, March 19, 2020, 08.03 AM.

students do not graduate and must attend the class again. Then, for the maximum score itself the campus set a score of 100. This is the maximum score that can be obtained by students.

The average score from all classes

Class	The Average Score
A	80,81
B	82,2
C	79,8
D	77,78
Total	79,89 = 80

This score can be obtained by calculating the average score of each class first. All student grades in one class are added up and divided by the number of students in the class. This is done in each class, class A, B, C, and D. After the counting process, data is obtained as shown in the table. The average score of class A is 80,81. The average score of class B is 82.2. The average score of class C is 79.8. Finally, the average score of class D is 77.78. After obtaining a value like this then add up the total grade average and divided by the number of classes. With this the average grade of all classes is 80. Based on observations of students exam score in the Cross Cultural Understanding class, researcher finds that the average score of all students is 80. So, it can be said that the students pass the Cross Cultural Understanding class.

b. Students mastery of knowledge

Students who are already at a higher level are certainly required to have an understanding ability that is also more complex. It means that students not only having literal comprehension but also must be able to understand things more deeply. The teacher mentions there are three levels in understanding something. The students at 5th semester especially in the Cross Cultural Understanding class are required to reach all of these levels. First students must be able to identify, the second is to apply, and the third is to appreciate. The teacher explained:

“Even though they are in the fifth semester, normally for the fifth semester students they are not only having a literal comprehension or what we call here a ‘what question’, or ‘where question’, or ‘when question’, but they must be able to elaborate the evaluative question like ‘how, why’”, and it is hard for them to understand this. For example there are three steps of understanding or comprehension in the class of Cross Cultural Understanding. First, they should be able to identify their own culture and other people culture. The second one is they must know how to apply the culture, and the third one they must be able to understand and respect other people culture even they must respect their own culture, their Madurese culture. From this level, I think there are only 80% of students who grab those kinds of capability, to identify, to do the application, and to understand or to respect other people culture. This is the most important one.”⁸

As the teacher's statement, students in the fifth semester are expected to have a deeper understanding of the material in the class. In-depth understanding here means that students are expected to be able to identify, to apply, also to understand and appreciate a certain culture. The first level is identifying. At this level students are

⁸ 08.04 AM.

expected to know or recognize the culture that they have and that people also have. In this context, they are Madura culture and American culture. In the class Cross Cultural Understanding discusses several topics related to culture. Here, students will try to understand the cultural differences between in their own homes Madura, with those of Western country, in this case is America. For example the topic being discussed is the relationship between students and teachers in schools. At this stage students are asked to be able to identify how the relationship between teachers and students in Madura culture and also in American culture. Next, the second level is to apply. This is the stage where students apply the culture they have into their daily lives. The last level is understanding and respecting. At this last stage it is intended that students can understand the meaning of a particular culture and be able to appreciate both culture that they have and the culture that belongs to others.

The teacher mentions that there are around 80% of students who could achieve all this level of understanding, who are able to identify, to apply, and also to understand and respect. It can be said that the learning objectives are 80% successful, while the rest may only be able to identify, or just identify and apply. That is also supported by the teacher's statement:

“As I told you there are only 80% who can do that. The 20% of the students are still on the lower level. They just able to identify what their culture is, what the other culture is. Mostly the students around 60-75% are in the middle. They can

identify, they can apply in some cases, and the rest is about 10% who are able to identify, to apply, and to understand all of target of the learning.”⁹

As mentioned by the teacher that it can be said that students who have deep understanding in the Cross Cultural Understanding class are around 80%. These students can identify, apply, and also understand and respect a culture that they have and other people have. While the remaining 20%, students are only able to reach the first level or the second level in the level of understanding. Such as can only identify it or identify it and also apply it without being able to understand and appreciate the culture they have or the culture of others.

c. Students attitude

Researcher makes observations by being in class when the exam takes place. This is done to see how students behave during the exam. Researcher conducts observations in all classes except class B. This is because the teacher at that time is having a duty outside the city so the supervision is carried out by a substitute teacher.

1) A Class

The examination is made on the 13th December 2019. The researcher enters the A class when the teacher is also in the classroom. The exam starts at 07.00 until 08.00 o'clock because the teacher gives 60 minutes to take the exam. The teacher asks

⁹ 08.06 AM.

students to sit in their chairs with a spaced so that no students sit close to each other. The teacher starts distributing exam papers. He gives the test paper from the left side to the back, after two rows he starts giving the test paper sideways. This is done to avoid the similarity of questions between one another.

- i. The test begins.
- ii. In the first 5 minutes the students still look calm and conducive. All students work on their exam questions respectively. At this time all students only focus on their exams and no one talks or discusses with others. The teacher also watches closely. The class is calm and comfortable.
- iii. After 10 minutes, 3 students who sit in the back whisper to each other when the teacher does not pay attention to them, but the class stays quiet. These students are students who sit in the back corner. They discuss for no more than one minute then returned to work on the exam. The class situation is still calm, means that other students are still focused on their respective exams and do not make the class crowded with their voices.
- iv. Time has been running for 15 minutes, although the class situation is quite good there are 2 students who have a discussion when the teacher does not pay attention to them. At this time the teacher also leaves the classroom

for a while and the class becomes rather crowded because no one is watching. Some students discuss with friends next to them, either in front, behind, and beside them. When the teacher returns to class, the class becomes normal again.

- v. In the 20th minute, the teacher leaves the class again. Students use this time to discuss answers. The class is crowded, and when the teacher returned the classroom calms down. Until now the teacher has left class twice and this is an opportunity for students to talk with other friends.
- vi. 10 minutes later until the time shows 08.30, there are still 2-3 students who discuss consecutively when the teacher does not pay attention. These students discuss each other in turn. Sometimes students who are on the edge then change to students in the middle, then change again to students on the back.
- vii. The exam has lasted 45 minutes. So far there are about 5-6 students who are still discussing answers. A student (student A) asks the answers of the questions he has to another student (student B). This student tries to ask questions about other students' questions and compare them with his questions. At this time the teacher also

announces that anyone who has completed the exam may be submitted.

- viii. 5 minutes later, there is one student who submits. In the last 10 minutes, students increasingly actively ask each other questions and discuss answers. The class becomes a bit crowded but still conducive. This often happens during exams where in the last 15-10 minute students become more crowded by trying to ask answers to other students. One by one the students start to submit the exam papers until the time is over.
- ix. Exam finished.

2) D Class

The examination in class D is conducted at 8:30 a.m. to 09:30 a.m. Still the same as the previous class, the duration of the exam this time is 60 minutes. The teacher asks students to sit in the chairs that have been provided. He then begins distributing exam questions. This time, the teacher gives the test questions at random that might be said diagonally. But the most important thing is to make sure the questions are not the same between one student and another who are close to each other.

- i. Test begins.
- ii. As usual, the class is still very calm when the exam had just begun. There are no students discussing with others. Everyone is just busy with their own exams.
- iii. In the first 15 minutes students are also still in a conducive state. All students work on their own problems, no one is discussing with each other. The class calmed down with no noise. Students also feel comfortable with conditions like this.
- iv. However, things begin to change 5 minutes later. There are 2 students who start discussions when the teacher does not pay attention to them. In another part, there are 2-3 students who also whisper to each other. But these students have a short amount of time to discuss.
- v. A few minutes later, there are 4 other students who also discussed. Just like students in the previous class, they ask the answers of their questions to other friends who are considered to know better. They read the questions and other friends try to give answers.
- vi. At minute 35, students stop discussing. At this time, the teacher leaves the room to take care of something. The situation changed 180 degrees differently from before. Classes become very crowded and out of control. Students also discuss answers with one another.

Student A : *“Can I see your question?”*
Student B : *“Sure.”* (Gives the question)
Student A : *“The question is not the same.”*

Students try to match the questions they have with other students. Actually the use of multiple versions of this test can slow students in discussions because to discuss students must know who has the same question as he has. Almost all students discuss both with friends who are nearby and friends who are far away with them.

- vii. At 09.38 the teacher comes back to the class. At this time, all students return to silence and the class becomes calm again. Because when the teacher returns the exam time has ran out, the teacher immediately asks all students to submit their exam papers.
- viii. Exam finished.

3) C Class

The examination for class C is conducted from 13.00 until 14.00 o'clock. As with the previous two classes, the duration of time for taking the exam is still 60 minutes. The teacher asks students to sit down and the test will start immediately. After all students sit in their respective places, the teacher starts distributing exam papers. For this class the teacher starts from the right side first. Two rows from right to back then the other rows to the side. There are some students who are late and the

teacher does not let them take their own questions on the teacher's desk but he himself will give the questions to the students who are late. This is done to avoid similar questions for students whose seats are close to each other.

- i. Test begins.
- ii. In the first 10 minutes, same as the previous two classes, when the exam had just begun there are no students discussing with each other. All students focus on their respective examination papers. Situations like this make the class in a calm state. A calm situation makes students more comfortable in taking the exam.
- iii. Students are quiet enough for the first 15 minutes. A few minutes later, a student asks the teacher questions that he does not understand. Some students pay attention and some use this opportunity to discuss with other friends because the teacher's attention is being distracted. The students try to match the questions they have with other friends.
- iv. In the 20th minute, several students begin to discuss. Students discuss alternately. For example, 2-3 students discuss but not long after that change 2-3 other students who are also in a relatively short time. They discuss in whispers so as not to make the class noisy.

- v. The time has passed for 30 minutes. Until now students who are late are still coming. Students who are late can distract the teacher and do not supervise other students. This is used by students to be able to discuss with their friends. The class situation also becomes a little bit crowded. Then, for students who are late the teacher does not allow them to take their own exam paper and immediately asks them to sit down. Only then does the teacher give them examination papers. This is done to avoid students having the same question especially for those who sit close to each other.
- vi. 15 minutes later, there are 2 students who have finished and submitted the exam paper.
- vii. In the last 10 minutes, students become a little more active in discussing with other friends. They use a low voice so as not to attract the teacher's attention. 4 students follow to submit the examination papers.
- viii. When the time is only 5 minutes, the class becomes a bit crowded. Many students finish their exam and some other discuss. When the exam time is up, all students submit their respective examination papers.
- ix. Exam finished.

Based on the observation about the use of multiple versions of English test in evaluating the students' English achievement at fifth semester of English department in IAIN Madura in class A, C, and D, researcher can see that the situation of students while conducting the exam is quite calm under the teacher supervision. Students do not discuss when the teacher supervises them when the exam takes place. There are only a few students around 2-4 people who discuss but alternately and in a short period of time. Class conditions can also be quite calm. There is no noise and makes students more comfortable in doing their own examinations. The use of multiple versions of English tests can also make it difficult for students to discuss because students must first match who has the same question as what they have. The use of several versions of questions prevents also makes them more focus on working on their own problems. This is because it is difficult to discuss with friends so that students prefer to do their own exams.

Other than that, researcher also conducts interview with several English students to find out how they behaved about using multiple versions of English tests. There are several things that are expressed by students, those are:

- 1) Make a good preparation

Some students argue that the use of multiple versions of English test is good to use in the exam because it will make students better prepared for the exam. As Ahmad said, "I think

multiple versions is better because of that the students will make well preparation before facing the examination.”¹⁰ Nur added, “The students will be more diligent to study.”¹¹

Diah also said, “With the multiple versions of English test can make students more active in learning and trying to answer questions with their own abilities.”¹² Based on some of the statements above, it can be said that the use of multiple versions of English tests can make students more enthusiastic in learning. The better preparation students do, the better prepared they are for the test. It can also be said that the use of multiple versions of the English test can motivate students to be more active in learning and prepare for exams.

2) Avoid discussion during exam

Many students think that using multiple versions of English tests makes it difficult for students to ask questions or discuss answers with other students. Nurdiana stated, “It does not make students discuss each other.”¹³ Another student said, “In my opinion the use of multiple versions of English tests can minimize students' cheating or discussing with each other so that to make the class conditions calm during the test.”¹⁴

¹⁰ Ahmad Gazali, The Students, Indirect Interview, March 14, 2020, 08.56 AM.

¹¹ Nur Fadilatus Zahrah, The Students, Indirect Interview, March 13, 2020, 18.32 PM.

¹² Diah Nur Istiqomah, The Students, Indirect Interview, March 13, 2020, 18.51 PM.

¹³ Nurdiana Bilkish, The Students, Indirect Interview, March 14, 2020, 17.06 PM.

¹⁴ Lista Mega Yuniarti, The Students, Indirect Interview, March 13, 2020, 13.19 PM.

Discussions are common for students when they are taking an exam. But the impact of conducting this discussion can affect the test scores students get. This causes the purpose of the test is to find out the student's ability or student learning outcomes are not achieved. For this reason, multiple versions of English tests can be used to prevent discussions between students while the exam is taking place. As mentioned above, the use of multiple versions of English tests can reduce the risk of discussion between students while the exam is taking place. This is because the questions that are owned by each student are different so students find it difficult to have discussions with each other.

3) More focus and able to manage the time

In connection with the previous statement that the use of multiple versions of English test can reduce the opportunity for students to discuss each other, it can also make students more focused to work on their own problems without disturbing other students or getting interference from other students. “As for the impact of multiple versions of English test is student can work without any distractions from friends and also students can be satisfied with their own results and they feel satisfaction with their answer.”¹⁵ It is supported by Dila’s statement, “I think that is

¹⁵ Muzakki, The Students, Indirect Interview, March 15, 2020, 09.42 AM.

good, because it makes me more focus on working on the question rather than discussing with my classmate.”¹⁶

Anisatul stated, “In my opinion, using multiple versions of English tests makes me more focused on working on problems because we are not busy asking questions or looking at friends, and we can also use time efficiently.”¹⁷ Therefore it can be concluded that by using multiple versions of English test can make students become more focused in doing the test. Knowing that the questions obtained are different makes students prefer to work on problems with their own abilities and not try to ask other fellow students. The impact is students will be more focused in doing their own exams because students are not busy asking or answering questions from other friends. Because students only focus on doing their own exams, they will also be better able to set the exam time so that they can finish the exam on time.

4) Students become more confident by their own answer

According to some students, the use of multiple versions of English tests can make them feel more confident with their own answers. This is because they do not need to compare the answers they have with those of other students. Silvia said, “The use of multiple versions of tests can make us more confident in answering questions because each student has different questions.

¹⁶ Zahrah, The Students, Indirect Interview, 18.49 PM.

¹⁷ Anisatul Muawenah, The Students, Indirect Interview, March 14, 2020, 16.44 PM.

We also avoid interdependent with friends or discuss.”¹⁸ Diah also said:

“I strongly agree with the multiple versions of the test, because that way can prevent students from breaking the rules in the exam that is cheating or even exchanging answers with friends. Not only that, students will also be more active in learning and trying to answer questions properly according to their abilities, also can train them to be independent in answering questions.”¹⁹

As previously explained that the use of multiple versions of the English test has many benefits, especially for students, another positive thing that can be obtained from the use of the multiple versions of English test is that students become more confident in answering exam questions. This is a positive thing because with this students become not dependent on the answers of friends who they think is better than their own answers. In addition, this can also increase the confidence along with the capabilities they have. This is a positive thing that every student must have.

5) Knowing more about each student's abilities

By using multiple versions of English test, students will try to answer the questions without the help of other students. This makes the teacher can know the abilities possessed by each student because they work on their own problems. As Muzakki’s statement, “I think the multiple versions of English test is very

¹⁸ Silvia Dwitari, The Students, Indirect Interview, March 13, 2020, 17.16 PM.

¹⁹ Istiqomah, The Students, Indirect Interview, 18.51 PM.

good because the lecturer wants to measure the extent to which they master the lesson and the extent to which they understand the material presented by the lecturer.”²⁰

Nurdiana also stated, “I think it is good, because it will measure the students how they understand the material.”²¹ Lista supported, “Students can know whether the lessons they have received so far have really been absorbed by them or not.”²² This is the best benefit from using multiple versions of the English test itself. Given that one of the objectives of the test is to find out the abilities students have after the learning process. By using multiple versions of English test students will get different questions. It was explained earlier that the impact of these different problems made students avoid discussions or exchange answers with other students. Students will prefer to take the exam with their own abilities. That way, the exam results that students get are the results of their own thoughts which can also be said that it better shows how much ability students have.

²⁰ Muzakki, The Students, Indirect Interview, 09.42 AM.

²¹ Bilkish, The Students, Indirect Interview, 17.17 AM.

²² Yuniarti, The Students, Indirect Interview, 13.19 PM.

B. Discussion

This section concern to two major discussion referred to statement of the problem in chapter one. They are how the teacher uses multiple versions of English test in evaluating the students' English achievement at fifth semester of English department and how the students' English achievement with the use of multiple versions of English test at fifth semester of English department in IAIN Madura. The researcher discusses about the result of this research compare with the theory dealing with this study.

1. The use of multiple versions of English test by the teacher in evaluating the students' English achievement at fifth semester of English department in IAIN Madura academic year 2019/2020

Multiple versions of English test are English tests that are made in several versions in one exam, where one test has questions that are different from another test version. The questions are not entirely different, means that there is still a linkage between one question with the other question in different version of test. The teacher at IAIN Madura precisely in the cross cultural understanding class, Mr. Mulyadi, uses multiple versions of English test in the final exam. In the use of multiple versions of English test, the teacher has designed four different versions of questions. Each set of questions consists of seven questions in which each question represents the seven learning topics previously taught. If question number one in one version of test asks about one topic then in another version also asks about the same topic but with different

questions. That is, the questions in each version are made differently but are still related to one another. This relates to the definition of the multiple versions of English test mentioned earlier. So, the multiple versions of the test used by the teacher here are compatible with the theory explained in chapter two that the multiple versions of the test used by the government are several versions of the test, each version of the test has different questions but there is still a link between one another and the type of test used is the same.²³

Besides that, the teacher also mentioned that he prefers to use essay tests to better know students' abilities. As explained in chapter two, that essay form test is a test of learning progress that requires answers that are discussion or description of words. The characteristics of the question are preceded by words such as; describe, explain, why, how, compare, conclude, and so on.²⁴ It means that essay tests can truly represent the abilities possessed by students because the answers they write are based on the understanding they have. The teacher's goal to use multiple versions of test is to get more specific results in the hope that no students will exchange answers with one another. This is in line with the purpose of using multiple versions of the test itself that previously mentioned in chapter two, that are can reduce the risk of students sharing exam answers, and the resulting score truly represents the students' true abilities.

²³ “Kemendikbud Siapkan 20 Paket Soal UN Yang Berbeda,” *Detiknews*, April 5, 2013. Accessed from <https://news.detik.com/berita/d-2212838/kemendikbud-siapkan-20-paket-soal-un-yang-berbeda>, on 25 April 2020 at 15.07 PM.

²⁴ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2010), 162.

In addition, it has been mentioned before that the teacher has a goal to better know the abilities possessed by each student. In line with this, the purpose of using multiple versions of test is also to prevent students from sharing exam answers so that they are forced to take the exam on their own.²⁵ This causes in the score obtained by students truly representing the extent of the ability each of them has.

Based on the discussion above, it can be concluded that the multiple versions of English test used by the teacher are in accordance with the theory of the multiple versions of English test in the previous chapter. This can be seen in how the teacher uses multiple versions of the English test itself. The teacher makes a test with four versions where each question on each test version is different. Not only that, the teacher also only uses one type of test, the essay test. It also aims to better be able to know the abilities of each student. Then the purpose of using multiple versions of English test itself is also in line. The purpose of using multiple versions of English test is to obtain more specific student learning outcomes, to prevent students from discussing with each other during exams, and also to make students more focused on working on their exams.

²⁵ Indra Akuntono, "Tekan Kecurangan, 20 Paket Soal Untuk UN 2013," *KOMPAS.Com*, September 16, 2012. Accessed from <https://edukasi.kompas.com/read/2012/09/16/11385057/Tekan.Kecurangan.20.Paket.Soal.untuk.U.N.2013>, on 25 April 2020 at 15.15 PM.

2. The students' English achievement with the use of multiple versions of English test at fifth semester of English department in IAIN Madura academic year 2019/2020

Students' English achievement is students' level on comprehending content of English materials after English teaching learning process²⁶ more precisely in the cross cultural understanding class, which can be in the form of score, mastery of knowledge, and attitudes.²⁷

a. Students score

Score is the number of points somebody gets for correct answers in a test²⁸ or it can be said that score is the result that students get after taking exam. There is a standard score in each subject. For the Cross Cultural Understanding class, the teacher follows the rules set by the campus. The score that must be achieved by students in order to pass this class is 60, because according to the applicable rules the minimum value is 60 and the maximum value is 100. So, students who score below 60 cannot pass in this class.

The scores obtained by these students become very important because the scores obtained can be a reference for some school activities. As stated by Ismet Basuki and Hariyanto that student test

²⁶ Akhmad Solihin, "The Effect of Right Condition on English Teaching Learning Process to Students' English Achievement at Eight Grade of SMP 7 Pamekasan" (Pamekasan, IAIN Madura, 2012), 28.

²⁷ Uswatun Hasanah, "The Correlation of Workbook Usage and the Students English Achievement at Eight Grade of State Junior High School 8 Pamekasan" (Pamekasan, IAIN Madura, 2015), 13–14.

²⁸ A S Hornby, *Oxford Advanced Learner's Dictionary: New 8th Edition* (Oxford, UK: Oxford University Press, 2010), 1322.

results can be used to find out whether the learning strategies used by the teacher have been effective or not. In addition, the scores obtained by students are also useful for schools as an indication of how effective learning is taking place in schools. Scores can also describe the extent of understanding students have²⁹.

After carrying out the final exam using multiple versions of English test, the researcher observes the results of the student exam. The average score obtained by all students is 80. With this it can be said that on average all students pass the Cross Cultural Understanding course. In line with the purpose of using multiple versions of English test in chapter two, which is to obtain results that truly represent the ability of students³⁰, this means that the score of 80 is a score that really shows the ability of students in the Cross Cultural Understanding class.

b. Students mastery of knowledge

Based on oxford dictionary, mastery means great knowledge about or understanding of a particular thing.³¹ For students in the 5th semester level, especially in the Cross Cultural Understanding class, the understanding they must master is not only literal understanding but they are also required to have a deeper and detailed understanding, especially about a culture. The teacher explains that

²⁹ Ismet Basuki and Hariyanto, *Asesmen Pembelajaran* (Bandung: PT Remaja Rosdakarya, 2016), 27.

³⁰ Akuntono, "Tekan Kecurangan, 20 Paket Soal Untuk UN 2013."

³¹ Hornby, *Oxford Advanced Learner's Dictionary: New 8th Edition*, 914.

there are three stages in understanding. First, students must be able to identify the culture, both their own culture and others' cultures. Second, students are also expected to know how to apply it. While the third is that students must be able to understand and appreciate the culture that they have and other people have. For an example, on the topic of 'work ethic'. In the first stage, students are expected to be able to recognize and identify how their culture (Madura culture) and the culture that other people have (American culture) within the scope of work ethics. Then in the second stage, students are expected to be able to apply the culture in their lives, whether it turns out they have done it in their lives or if they find something else that could be part of their culture but not many people know about it. And in the final stage, students are expected to be able to appreciate both the culture they have and those of others.

The teacher also explained that according to him there are around 80% of students who could be said to have reached the three stages of understanding while the rest were still at a low stage, such as only being able to identify or identify and apply. This means that there are around 80% of 100% of students who successfully reach all three stages. They are able to identify, to apply, and to understand and respect their own culture and other people culture. It can be said that there is congruence between the average score obtained by students with the mastery of knowledge that students have.

c. Students attitude

Attitude is the way that you think and feel about something; the way that you behave towards somebody or something.³² Following are some students' attitudes about using multiple versions of English test.

1) Make the students having a good preparation

A test can be very scary for some students. But for other students the test could be something they are used to facing, especially for students at the college level. Tests are common to them. Considering that there have been many tests that they have taken, such as entrance examination, placement test, daily tests while still in school, and various other tests. The way they deal with these tests also varies. There are those who are ready because they have previously learned but some are still lazy. For students who are diligent in learning maybe they are already accustomed to facing a test, so they already know what preparations they have to do. But for those who are lazy in learning, facing a test may be difficult because they need more preparation than those who have studied before. There are so many things that can be done to stimulate or motivate students to be more active in learning such as providing penalties and rewards, providing a good place to learn for students, teaching with fun methods, and so forth. Of course, this must also be in

³² Hornby, 80.

accordance with the factors causing students to be lazy in learning.

One way that can be done is by making tests that can encourage students to learn, such as using multiple versions of tests. The use of multiple versions of English tests can motivate students to better prepare for exams. Multiple versions of English test is an English test made in several versions. Each version contains a number of questions about material previously learned in class. The questions in each version are different but still interrelated with one another. The level of difficulty in each version is also made the same so that no student has a version of the problem with a higher level of difficulty than the others so that it becomes fair for all students. Remembering that the questions they get later differ from one student to another so it closes the opportunity to share answers with other students. By doing this is expected will make them end up trying to study even harder in order to answer exam questions by their own knowledge. Learning motivation is basically the main driver (especially intrinsic motivation) for students, especially related to the goals to be achieved by each student who learns.³³ With the use of multiple versions of English test students will be even more enthusiastic in learning or preparing themselves in facing future exams. This is because

³³ Zaenal Abidin, "Layanan Bimbingan Belajar sebagai Upaya Peningkatan Kualitas Proses Belajar Mengajar" 11, no. 1 (n.d.): 4.

the questions they get later will be different from each other. By using multiple versions of test students will be more motivated in learning so that will improve the student learning outcomes.

2) Avoiding discussion during exam

The phenomenon of discussion, asking, or giving exam answers during the exam is actually not new in the world of education. This has happened a long time ago and has become a habit. Of course this habit becomes a bad habit. Bad habits will certainly have a bad impact as well. There are many bad effects of this habit that we are more familiar with cheating. One effect is that it can harm others. How this can be detrimental to others, for example there are two students, A and B. Student A is a student who is very studious and always ready to face the exam while student B is a student who is lazy and does not want to study. When the exam arrives, student B easily asks student A the exam answers. This is detrimental to student A because he has studied hard but student B actually easily asks answers to the test that has been done by students A. Surely student A will feel disadvantaged and disappointed by the attitude of student B.

Accordingly, another impact is that students will get used to being lazy students. They will never want to study again because they think that there are other friends who will help them to answer their exam questions later. This if it happens

continuously will certainly instill laziness not only in learning but also in everything. As we know that laziness is a delay in one's success. Lazy is a bad trait that must be avoided by everyone. This trait makes people reluctant to do something or the absence of one's desire to do it. In addition, the impact resulting from this bad habit is to make students not develop. That is, if in answering exam questions they only rely on the answers of other friends, they will not know their true abilities, consequently they cannot make self-correction or introspection on themselves regarding the extent of their achievement in terms of learning. In other cases we can also say that this habit can hamper student creativity. Students will be more inclined to copy or imitate other people's work than to work with their own ideas and creativity. This is because they have difficulty developing the ideas they have as a result of these bad habits.

Another impact of this bad habit is to make students have the habit to lie. By cheating students not only lie to the teacher but also lie to themselves, parents, and also other friends. This attitude when it has become a habit will continue until the student graduates from school. It may be that students will not only lie on the exam but also students can lie on all things such as in saying, doing an action, or lying in other things. In addition there is also a prolonged impact that will be experienced by students who are accustomed to discussing during exams or

cheating. It can be expected that this habit will adversely affect the future of students. For example when an English exam takes place, student A always has a discussion with a friend or asks answers to an exam to his friend and does not do the exam with his own ability. When the results of the exam come out student A gets a good score, but in reality the score he gets is not the original score that comes from his ability or can be said to be a fake score. Because of his good English score, the teacher recommends student A to continue his education in the English department when in fact he is not very good at this. Finally, student A continued his education in the English department. To get a good grade, student A repeats his old habit of cheating or discussing with friends. When graduating and working in a field in accordance with his majors, student A actually feels confused and does not know what to do because basically he does not have the knowledge.

So based on the explanation above, it is very important to be able to make students avoid discussion during the exam and prevent it from becoming a habit that will have a bad impact later. As mentioned in the first point that discussion between students can be avoided or at least minimized by using multiple versions of English tests. This is due to differences in the questions obtained by each student, also the class situation becomes more orderly and more conducive. Preventing the

students sharing exam answers is one of the purposes of using multiple versions of English test³⁴. This proves that one of the aims of using multiple versions of English test has been achieved.

3) More focus and able to manage the time

In a learning activity, it is very important to always maintain the state of the learning place so that it is always comfortable and conducive. The purpose of doing this is so that the learning process runs well and student achievement can be achieved more optimally. One way to keep the classroom atmosphere comfortable is to prevent noise that can damage learning concentration. A comfortable learning atmosphere can make students more concentrated in the learning process so that learning outcomes can be achieved more optimally. Conversely, if the classroom atmosphere is uncomfortable, students cannot concentrate on learning and learning outcomes cannot be achieved optimally.

Maintaining a comfortable class atmosphere is very important to do in all learning activities. That is, not only during the learning process but also at other times such as during exams. As is well known that a comfortable classroom atmosphere can support successful learning, this also affects the

³⁴ Akuntono, "Tekan Kecurangan, 20 Paket Soal Untuk UN 2013."

exam. If the classroom atmosphere is comfortable, students will be able to focus more on doing the exams. One of the things that can ruin a student's calm in working on an exam is the student himself, such as discussing during an exam that causes the class to become crowded and uncomfortable. This can be avoided by using multiple versions of English test. By using multiple versions of the test students can no longer discuss with each other.

With few students having discussions, of course the class is also in a calm condition. A calm atmosphere can make students become more focused to answer their own questions. Students also do not interfere or be bothered by other students because the questions they have are different from each other. They also do not waste their time to discuss with others. In line with the theory in chapter 2, the class atmosphere also affects student learning outcomes³⁵, making multiple versions of English tests good for teachers to do.

In addition, one more thing that is an advantage of using multiple versions of the English test is that students are more able to manage their time to finish on time. That is, if students do not discuss during the exam and become more focused in taking the exam students will be better able to complete the exam on time. Sometimes a lot of students run out of exam time

³⁵ Hasanah, "The Correlation of Workbook Usage and the Students English Achievement at Eight Grade of State Junior High School 8 Pamekasan," 18–20.

because they are too busy discussing answers here and there. As a result, they cannot arrange time so that when the exam time is up they still have not completed the exam. Therefore, the use of the multiple versions of English test is very well done so that students can take the exam with focus and can manage the exam time well.

4) Students become more confident by their own answer

Based on oxford dictionary, confident means feeling sure about your own ability to do things and be successful.³⁶ The use of multiple versions of English tests can increase students' confidence in answering exam questions with their own answers. This is because they do not see or hear other answers obtained from other students. Confidence is a very important thing for everyone to have, not least for students especially when going to face an exam. No matter how hard students study if they do not have the confidence in themselves to answer the exam questions with their own abilities, then their learning will be in vain. Why is that, because they do not believe in their own abilities so they prefer to use answers from others. There are so many benefits from instilling confidence in students, in this context when students are exams. One of them is self-confidence can eliminate anxiety and fear to face the test. This

³⁶ Hornby, *Oxford Advanced Learner's Dictionary: New 8th Edition*, 303.

fear can be in the form of fear if you cannot answer the exam questions properly or fear of not being able to do well. Students can also feel anxious about taking an exam. They are anxious and worried that they cannot face the exam. As a result, because they have a great anxiety and fear they really can't do well. However, this can be avoided if students have high self-confidence. That is, students are confident in their abilities. By having confidence students will feel more calm and confident in answering exam questions. This sense of calm will help students think and work on their examinations. So they can become more focused in taking the exam. This impact is students will be more leverage in working on their exams.

In addition, by having high self-confidence, students will become more persistent when working on examinations. That is, students will not give up easily and will continue to try as much as possible to answer exam questions based on their abilities. If students do not have high self confidence they tend to give up easily and do not want to try harder. For example, if there are students who have low self-confidence and in the end they give up because they cannot answer the exam questions, they will prefer to ask their friends and disturb other friends so they can answer the exam questions. As a result other students will feel disturbed and this can provoke other students to do the same thing. Therefore, it is very important to instill confidence in each

student. This can be done by using multiple versions of English test in the exam. This is because the exam questions they have differ from one another so they cannot ask other friends. As a result, confidence in answering questions will increase. This is because they don't see or hear other answers obtained from other students.

5) Knowing more about students' abilities

It has been mentioned earlier that one of the objectives of the test is to obtain feedback towards learning outcomes. That is, the results of a test can be used as feedback for teachers, students and even the school itself. For teachers the test results can be used as a benchmark whether the learning activities that he has done are effective or not. That is, if the test results are good then it means learning activities in which there are teaching methods, instructional media, etc. that have been carried out by the teacher are good. But if the test results show poor results means the learning activities carried out by the teacher must be changed or shaped in such a way as to get good results. For the school itself, the test results from many fields of study show how effective the learning activities that take place within the school. As for students, the test results indicate the extent of learning, whether there is need for improvement or

not.³⁷ The results of this test indicate how far the level of understanding and ability of students to accept and understand a learning. That is, we can find out the abilities possessed by students by conducting tests. So with this, the results are very important because they will also be used as a benchmark for some school activities. Therefore the test results must be correct to show the true abilities of students so that there are no mistakes in subsequent processes.

In connection with some of the points previously mentioned, the multiple versions of English test is a test that uses several versions of questions where the questions in each version differ from one another. The use of multiple versions of English test has several benefits including motivating students to be more active in learning. Why is that, it is because the questions that students will get differ from one student to another so students must do their own exams so that they will make students more active in learning or prepare themselves to face exams with their own abilities. Another benefit is that students can avoid discussion with other students while the exam is taking place which is a bad habit that must be discarded immediately, because students can avoid asking questions or giving answers to other students or discussing with other students, making the class in a calm and comfortable state. This

³⁷ Basuki, *Asesmen Pembelajaran*, 27.

atmosphere makes students become more focused in working on exam questions. This is because there are no students who interfere with other students or there are no students discussing with each other. Another impact is that students can also manage their exam time well. Students can focus on doing the exam without having to waste time discussing with friends.

Because the questions students get are different from one another so students do not discuss with other students and can focus on working on their respective exam questions, students can feel more confident with their own answers. This is because the student had prepared his exam well before and did not get interference from other friends so that he could believe in his abilities. Related with some of the previous points, where students can prepare their exams well, then can focus on working without discussion with other students, and can also be more confident with their own answers, making their exam results more real. It can be said that their test scores truly represent the abilities they have. This also proves the achievement of the goal of using multiple versions of the English test itself, which is resulting score truly represents the students' true abilities.³⁸

³⁸ Akuntono, "Tekan Kecurangan, 20 Paket Soal Untuk UN 2013."

The conclusion is it is good for teachers to use multiple versions of English tests in evaluating the students' English achievement. Based on the results of research and theory in the previous chapter, it has been proven that the use of multiple versions of English test has many advantages that help teacher in conducting the exam. The first benefit is in terms of grades obtained by students or student exam results. The grades that students get are genuine grades that really show how much the students' abilities are. This is because the questions students get differ from one another so that it forces students to work on the exam questions on their own. As a result, student test scores really come from their own hard work and truly represent the abilities students have.

Another benefit that we can see is in terms of students' attitude. By using multiple versions of English test students will be motivated to really study and prepare themselves to take the exam so they can answer the exam questions correctly. Then, students can also avoid the old habit of discussing with other students while the exam is taking place. As we know that during exams we are prohibited from asking questions or giving answers to our friends, so students can avoid this. Discussions can also have an impact on student test scores, ie scores obtained do not represent actual student abilities. In addition, students can also be more focused when working on examinations. This is because students do not get interference from other students who ask him. Students can also manage exam time well. With this, students also become more confident with their work and proud of their own abilities. Finally, by using the multiple versions of English test we can find

out the real abilities of students which is also one of the objectives of the exam. This fulfills the goal of using multiple versions of the English test itself.