CHAPTER I

INTRODUCTION

In this chapter, the researcher explains about research context, research problems, research objectives, significant of study, scope and limitation, and definition of key terms. They are as follow:

A. Research Context

Test is a systematic, legal, trustworthy and objective assessment tool or assessment method to determine students' skills, proficiency and level of knowledge of the teaching materials, in the form of a task or problem that must be solved by a student or group of students.[1] So, a test is usually in the form of assignments or questions that must be done or completed by students which are used to know or measure students' abilities and knowledge. Tests are given by the teachers as an evaluation for students.

The process of evaluating or administering these tests is very important for teachers to do at school. Tests can make students more motivated in learning because they have to prepare themselves to face the test. In addition, the test can also show student learning outcomes so far. The results of this

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[1]Ismet Basuki and Hariyanto, *Asesmen Pembelajaran* (Bandung: PT Remaja Rosdakarya, 2016), 22.

achievement can be used to determine whether the learning process carried out by the teacher can be well received or not by the students. If student learning outcomes show good results, then the teacher must maintain and improve the learning process that has been done both in terms of learning strategies, learning tools, teacher abilities, and also the student activities. Conversely, if the results of student achievement are poor, the teacher knows that the learning process cannot be accepted by the students. Test results can also be used as evidence for parents about their child's achievements during school.

Achievement refers to the good result from learning.[2] In English, there are four skills that must be mastered by English students, namely listening, speaking, reading, and writing. Students' English achievement can be seen from their mastery of these four skills. Academically, listening skills plays a vital role in the teaching-learning cycle. A student learns better when he can listen better. A teacher is also in need of a good listening skill.[3] Speaking is a skill to produce language that is coordinated with the brain. Reading is fun-way to knowledge hunt. Through reading, we learn a lot and it is the most prominent language skill. The writing skill is the 'hard copy' of your intellectual level or the level of your expression.[4]

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[2]Isti Qomariah, "Islamic Senior High School Students' Language Learning Strategies and Their English Achievement," *Edukasi: Jurnal Pendidikan Dan Pengajaran* 5, no. 1 (January 1, 1970): 44, https://doi.org/10.19109/ejpp.v5i1.2048.

[3]Lorena Manaj Sadiku, "The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour," *European Journal of Language and Literature* 1, no. 1 (April 30, 2015): 31, https://doi.org/10.26417/ejls.v1i1.p29-31.

[4]Sadiku, 30.

Teachers really want students to master all of these skill, listening, speaking, reading, and writing. Therefore the teacher uses a variety of teaching methods in accordance with the material to be taught. To find out whether the students have mastered or not required the existence of tests for students. There are so many tests that teachers can use to evaluate students, such as multiple-choice, essays, true / false, oral tests, and so on. The most widely used form of test for teachers, especially English teachers, is the multiple-choice test. Multiple-choice tests consist of a statement or notification about an incomplete understanding, and to complete it must choose one of the possible answers that have been provided[5]. The second widely used form of test is the essay test. Essay test is a test that requires answers that are discussion or description of words.[6]

Giving tests that are in accordance with the material that has been given and in accordance with what abilities of students that teachers want to measure is the right thing to do by the teachers. In addition, English student learning outcomes can be measured more accurate, teachers can use multiple versions of the English test in one exam. By providing several test versions, there will be many variations of questions which will also enrich students' knowledge especially in English. In addition, the existence of several versions of the test will reduce the risk of students sharing exam answers so that the test results become more precise.

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[5]Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2010), 168.
[6]Arikunto, 162.

As the researcher experience that in IAIN Madura, teachers also use multiple versions of English test to measure the achievements of their students. For example there is a teacher who provide many questions (about 20 questions), but she only asks the students to answer questions which have a circle on the number. Each student has different questions. Another teacher uses different way to test the students. He make several versions of test about 3-4 versions of test which the questions are different from one another. So, even though the student seats are close together, they cannot share answers because each student gets different questions. Base on the statement above, the researcher interests to conduct a research about 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.

B. Research Focus

From the research context above, the researcher composes research focus, they are:

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

2. How is 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?

C. Research Objectives

The purposes of this research are, as follows:

1. To describe how the teacher uses multiple versions of English test in evaluating the students' English achievement at fifth semester of English department in IAIN Madura academic year 2019/2020.

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

D. Research Significance

In this research, there are two research significances, those are:

1. Theoretical

This research is expected to enhance knowledge associated with the use of multiple versions of English test in evaluating the students' English achievement.

2. Practical

   a. Researcher

   This research will contribute the information of how to evaluate the students' English achievement by using multiple versions of English test when the researcher becomes a teacher later.

b. Teacher

It is expected to be useful for English teacher in evaluating the students' English achievement.

c. Students

To the students of English Education Department, they can use this research as a reference for the further research.

E. Scope and Limitation of Research

Things that need to be explained in this section are the limits of the variables of the research, population or subject of research, and research location.[7]

The scope of this research is focused on multiple versions of English test that used in English examination, while the limitation is the students at fifth semester of English department in IAIN Madura academic year 2019/2020.

F. Definition of Key Terms

1. Multiple versions of English test are English test made with several versions where each version has different questions from one another. They are not entirely different, means that there is still a linkage between one question with the other question in different version of test;

2. Students' English achievement is student learning outcomes after learning English more precisely in the cross cultural understanding class,

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[7]*Pedoman Penulisan Karya Ilmiah* (Pamekasan: STAIN Pamekasan, 2015), 11.

which can be in the form of score, mastery of knowledge, attitudes, and skills.