

ABSTRACT

Testing and assessment have always been a part of the educational process. They are also conducted to serve several purposes. Consequently, it is important to match the selection and use of assessment methods to the particular purpose, for which the assessment is meant to serve. A distinction has to be made at the outset between the purposes and the instruments and procedures that might be used. This research looked at two entrance tests, Assumption University Entrance Test and Joint Matriculation Board Test, for English as a Foreign Language (EFL) student wishing to follow academic course in an English medium university.

The subjects involved in the research were 31 freshmen Assumption University students. They were required to complete both tests, AU Entrance Test and JMB Test. After the completion of AU Entrance Test, they were given three months training in the skills required to take JMB Test. The training for this test not only gives them the skills to perform on the test but also skills needed for their academic performance for the future. For the outcome of the test, most students failed regardless of AU Entrance Test and JMB Test. But as the period of study was short, more training on JMB format-typed test is needed to give a more realistic assessment of the usefulness of this kind of test.

As far as face and content validities, JMB format-typed test seems to have both validities as the test seems to be more practical in measuring students' competency in term of their academic studies.