AN ASSESSMENT OF AN ENGLISH ENTRANCE TEST
AT ASSUMPTION UNIVERSITY, THAILAND

KUNCHALEE LEPETCH

A THESIS SUBMITTED
FOR THE DEGREE OF MASTER OF ARTS IN
ENGLISH LANGUAGE TEACHING
MA-ELT

GRADUATE SCHOOL OF ENGLISH (GSE)
ASSUMPTION UNIVERSITY
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NOVEMBER 2010
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November 2010
Thesis Title AN ASSESSMENT OF THE ENGLISH ENTRANCE TEST AT ASSUMPTION UNIVERSITY, THAILAND

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Academic Year December 2010

The Graduate School of Assumption University has approved this final report of the eighteen-credit course, ET 7100 Thesis, submitted in partial fulfillment of the requirements for the degree of Master of Arts (ELT/ELL)

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PLAGIARISM STATEMENT

I hereby certify that all material in this thesis, which is not my own work has been identified and acknowledged, and that no material is included for which a degree has already been conferred upon me.

Signature
Kunchalee Lekpetch

Date 8 Dec 2010
ACKNOWLEDGEMENTS

First and foremost I am heartily thankful to my beloved supervisor, Professor Dr. Joseph Foley, who has supported me from the initial to the final stages with his patience and knowledge whilst allowing me the room to work in my own way. I attribute the level of my Masters degree to his encouragement and effort and without him this thesis would not have been completed or written. One simply could not wish for a better or friendlier supervisor.

I also would like to make a special thanks to Dr. Stephen Conlon, who is my role model and inspiration of becoming a teacher. Without his support and corporation I could not have gotten such motivation and relevant information for my thesis.

My great appreciation also goes to Associate Professor Chaleosri Pibuchol for the constructive comments at the proposal thesis defense and at the final thesis defense.

Furthermore, it is my pleasure to thank my family, friends, teachers, and students who made this thesis possible and gave me the moral support I required.

Lastly, I offer my regards to all of those who supported me in any respect during the completion of the project.

Kunchalee Lekpetch
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.
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1 Introduction

1.1 Background of the Research

1.1.1 The Education System in Thailand

According to the Ministry of Education of Thailand, it is obligatory for each child to start school from the elementary level and at least finish the upper secondary level.

The structure of school education in Thailand is based on a 6+3+3 system: six years of primary school, three years of lower secondary school and another three years of upper secondary school. The language of instruction is Thai, but English is taught as a second language in most secondary schools. In 1995, the government made English language study compulsory beginning at the primary school levels. Three levels of school education are:

1. The elementary level, Prathom 1 through 6 (first grade to sixth grade), is for age groups six to eleven. Elementary Education aims to provide a basis for learners to retain literacy and arithmetic ability, to form a desirable character and encompass morality, ethics, basic knowledge and ability.

2. The lower secondary level, Matthayom 1 through 3 (seventh grade to ninth grade), is for age groups twelve to fourteen. This level aims to promote learners' morality, knowledge, ability and skills beyond the primary level. To enable them to identify their needs and interests, to be aware of their aptitude both in general and vocational education; and to develop their ability for work and occupational practices relevant to their age.

3. The upper secondary level, Matthayom 4 through 6 (tenth grade to twelfth grade). Its aim is to enable learners to progress according to their aptitude and
interests, and acquire the basis either for furthering to higher education or for working and pursuing a career suitable for their aptitude both as entrepreneurs and paid workers. In this level, it is divided into two tracks, academic track and vocational track. For Academic track, students who choose this track usually intend to enter the university. As for vocational track, students go to vocational schools, which prepare students directly for employment or further studies.

At the present, the Government has launched a 15-year free education policy, beginning from academic year in May 2010. The project aims to reduce the financial burdens of parents and enable Thai children to have equal access to quality education.

In the policy statement, the Government will ensure that everyone is provided with access to 15 years’ cost-free education, starting from the kindergarten level through the secondary education level. The free education policy also covers vocational and non-formal education at all schools supervised by the Government, the private sector, and local administrative organizations. The Government has set aside 18 billion baht for the project. The fund will cover the costs of tuition fees, textbooks, uniforms, education tools and materials, and school activities.

Students at state schools will be entitled to 100 percent free tuition. As for private schools, parents will pay only 30 percent of the tuition fees. Schools are allowed to acquire textbooks for students to borrow.

Twelve million students would benefit from the 15-year free education policy. In the 2010 fiscal year, which begins in October 2009 and ends in September 2010, the Government would allocate another 30 billion baht to continue the project (The Government Public Relations Department 2009). The above project can be a good start for parents and students to save money for the next level of education. After students have earned their Certificate of Secondary Education, they have a choice of
continuing their study in the tertiary level or working. To continue studying, most public universities require applicants to take the Joint Higher Education Entrance Examination (JHEEE), which is held each year in April and administered by the Ministry of University Affairs (MUA). Students who have successfully completed the Certificate of Vocational Education are also eligible to take the JHEEE.

Applicants are required to complete up to seven sections on the exam depending on the desired faculty. Science faculties for instance require mathematics, physics, chemistry, biology and English. Social Sciences faculties require social studies, Thai, English, other foreign languages and mathematics. Students may apply to as many as five faculties at one or more universities of their choice.

The JHEE is a highly competitive exam. Only about 30 percent of those who take the examination succeed in securing a place at a public university. In April 1994, 134,654 students took the JHEEE. Out of that number 22,000 were admitted to public universities and 17,000 were admitted to private universities (Runckel 2009). Some institutions hold their own entrance exams while the country’s two open universities, Ramkhamhaeng University and Sukhothai Thammathirat Open University, do not require applicants to take an entrance exam.

Private institutions have their own admissions process, which includes a joint entrance examination similar to the JHEEE.

However, there are many controversial issues concerning university entrance exams in Thailand. In the old system, students had to pass the central university entrance test in order to be accepted into the university of their choice. Students could easily take 3 or 4 months before the test time to prepare themselves on how to pass the test through cramming schools. These schools taught students the techniques on how to guess the answer since the test was in multiple-choice format. The authorities
introduced the new system in which a student’s GPA from high school counted towards entrance to the university. In 2006, O-NET and A-NET scores were included as university admission criteria (Prapphal 2008: 129).

In the O-NET (Ordinary National Education Test), students are tested in five subjects, which are Thai, Social Studies, English, Mathematics, and Science. The test aims at the basic general knowledge of each subject. O-NET score counts for 35-70% of the total admission test.

The A-NET (Advanced National Education Test), students are tested in five subject areas as well but in greater depth. A-NET score counts for 0-35% of the total admission test.

1.1.2 Universities in Thailand

Government education in Thailand dates only from the latter half of the nineteenth century. Until then, the only education of a semi-public nature was that offered by the Buddhist monasteries, catered for only a small percentage of the male population.

In an effort to consolidate Thailand’s independence and modernize the country, King Chulalongkorn (King Rama V) introduced reforms in the government bureaucracy after he assumed the throne in 1868. Centers of higher education incorporating elements of western influence were established and subsequently flourished. The founding of the country’s first medical school, Siriraj Hospital in 1889 marked the beginning of higher education in Thailand. Since then, establishment of regional public universities arose in the late 60s and early 70s (Office of the Higher Education Commission 2008). From then until now, students who can enter into the public universities seem to have more prestigious than others.
Each public university has its own act empowering the University Council to function as the governing body. The President operates the university according to the policy laid down by the University Council. The Dean’s Council and the Faculty Senate are two advisory bodies, which may also take part in governing the university. Three types of public university are:

1. Public Universities: The public universities were formerly called government universities. They still receive some support from the government, but the staffs are no longer civil servants. Admission is by an annual nationwide competitive examination. Chulalongkorn University, Thammasart University, Kasetsart University, Mae Fah Luang University are examples of public universities in Thailand.

2. Rajabhat Universities: There are 41 Rajabhat Universities, which were formerly called Rajabhat Institutes, and originally formed the teachers' college system. It was a school created to train high school graduates to be teachers. There are many Rajabhat Universities throughout the country such as Chiang Rai Rajabhat University, Udon Thani Rajabhat University, Phuket Rajabhat University, or Suan Dusit Rajabhat University. Admission is by competitive examination.

3. Rajamangala University of Technology (RMUT): It is a system of nine universities, most of them have multiple campuses, in Thailand providing undergraduate and graduate level of education. It was elevated to university level in 2005. It was known as Rajamangala Institute of Technology before being elevated to university status. These are examples of RMUT: Rajamangala University of Technology Krungthep (aka Bangkok) (RMUTK), 2 campuses, Rajamangala University of Technology Phra Nakhon (RMUTP), 5 campuses, or Rajamangala University of Technology Ratanakosin (RMUTR), 4 campuses.
Private university is another choice for students, who have an intention in continuing their study. In 1975, private universities and institutions began to play a role in higher education. In this period, there were establishment expansion of private higher education both in Bangkok and in the provinces to accommodate the social demand for higher education and the need to strengthen educational development of the country. Private universities and colleges also began to offer international programs to enhance internationalization of Thai higher education. Private universities in Thailand have been increasing quickly. Private universities come under the authority of the Private Higher Education Institutions Division of the Ministry of University Affairs (MUA), which must approve and accredit new institutions.

Each private institution has its own council, which is the administrative body responsible for the general functioning of the institution as well as organizing its internal administrative structure.

Around ten to twenty years ago, students who failed the entrance exam tended to join one of these private universities. As of now, private universities have become one of the first choices among the students. It may result from the university’s reputation, courses offering, and the language used in instruction. In addition, English language has become one of important elements for the growth of the country economic, as a result, English medium university is becoming more popular among the students.

Assumption University (AU), is the first Thai University that offers all courses in English since 1969, AU is now considered as the leading private international university in Thailand. The university offers 39 Bachelor’s degree programs, 36 Master’s degree programs, and 14 Doctoral degree programs. Most international
programs are taught by over 355 foreign lecturers from over 36 countries (Prospectus Graduate Studies Magazine 2008: 6).

A worldwide French organization, the St. Gabriel Foundation, is responsible for the establishment and administration of AU. Assumption School of Business was founded in 1969 and in 1972, it become Assumption Business Administration College (ABAC). In 1975, the Ministry of University Affairs accredited ABAC and later in 1990, it was accredited as university, and renamed as Assumption University (AU)(2008: 7).

Assumption University is noted in Thailand for attracting large numbers of foreign students from countries including India, China, Myanmar, Pakistan, Bangladesh, Russia and other Asian countries. Students from China make up the largest number of foreign students, with up to 6,000 enrolled. Approximately 1,000 Indian students also attend the university. Assumption University is also the first international university in Thailand and currently has over 16,000 undergraduate students.

At the present, both public and private universities are offering international programs.

1.1.3 Development of English Language Teaching and Testing in Thailand

The relationship between language teaching and testing in Thailand has as long a history as the English teaching era in Thailand. Before the change of the syllabus in 1960, most schools taught English through grammar translation method with the tests mainly focused on translation and structures. With the arrival of communicative
approach, the national syllabus changed its focus to the four skills; reading, writing, listening, and speaking. Unfortunately, language-testing methods did not keep pace with the new syllabus. The most common approach in the tests is still multiple-choice, especially with the entrance tests. The national syllabus was modified again in 1996 when English was made compulsory for all primary students. The syllabus was described as a functional-communicative type (Wongsothorn et al., 2002, cited in Prapphal 2008: 128). However, most tests still aimed at the formal structure of the language. Again, the major restructuring in the English language curriculum was introduced in 1999; it still failed to reform testing practice in Thailand. This mismatch between the tests and national syllabus is also a familiar problem in other Asian contexts.

An effect of the stated mismatch between the tests and national syllabus not only occurs in the elementary to upper secondary exams but it also creates some problems in the Entrance Exam in Thailand. There are more problems besides mismatching of the test and syllabus towards the Entrance Exam. Firstly, each school in Thailand uses different texts and materials in teaching students in the class. In other words, there is a national syllabus, which each school and teacher has to follow but they have the right to choose their textbooks in teaching. Additionally, students who come from schools in Bangkok or other provinces may have advantages over students who come from schools in rural areas. These have created problem of fairness for many students in the national tests such as O-NET, A-NET, or other type of entrance tests.

The above problem can apply to most public university entrance test. For private universities, each university has its own entrance test, which is quite similar to the public university; as a result, the similar problem cannot be overlooked as well.
As for the Assumption University Entrance Test (AU Test), besides the above mentioned problems, AU test developers should also accommodate multicultural students who have different languages and cultures. Preparing an Entrance Test for such a diversified population should be an even greater challenge than entrance tests used in state universities, where the population is more homogeneous. This study will focus specifically on Assumption University Entrance Test. Assumption University is an independent university, where all subjects are taught in English apart from Thai law.

1.1.4 An Alternative; Joint Matriculation Board Test (JMB Test)

The JMB Test is university entrance test in English used in several universities in England for speakers of other languages. It is designed to test listening, reading, writing, and speaking skills of a candidate who wishes to further their tertiary study in England. The JMB Test is different from other proficiency tests such as TOEFL, IELTS, or TOEIC in the sense that it is a specific proficiency test, which is used only for academic purposes. Other proficiency tests' scores are used not only for academic purposes but also as a criterion for job requirements.

The JMB test is concerned with the language of factual description and the drawing of conclusions from data provided in the test. The language of personal feeling and emotional response is not tested. Material used in the test includes graphs, tables, and charts. The use of these data also serves to minimize the cultural differences between candidates form different backgrounds. Five skills areas are assessed: writing skills, editing skills, reading skills, listening skills (aural), and speaking skills.
1.2 Rationale

Entrance tests have been the only way in assessing students’ ability in order to further their study in the tertiary institution in Thailand. Students who do well in the entrance test can further their studies in the university and faculty of their choice; others need to find alternative ways, e.g. private universities or studying abroad. Therefore, testing plays an important part in selecting the right candidates and put them into the right place.

In AU, English is used as the medium in teaching and studying, there are many Thai students studying there. In order to enter AU, students must pass the English entrance test, which is mainly a multiple-choice formatted test. The test is used to measure students’ English language ability whether they are ready to study in the international university environment or not. From the researcher’s experience as a part-time lecturer at AU, 75% of the students in the class are not ready. Their English knowledge is very limited in the areas of reading, writing, listening, and speaking. These skills cannot be developed through taking only one or two classes per week but it will take them longer to develop such skills. If students decide to study in AU, they may consequently have problems not only in studying but also in adjusting and coping with the international environment in terms of friends and teachers.
1.3 Objective

This thesis aims to look at entrance tests for English as a Foreign Language (EFL) student wishing to follow academic course in an English medium university such as AU. The choice of test is the JMB Test because it is a specific test, which is used only for overseas students, who wish to study at the tertiary level in Britain and the AU Entrance Test, has a similar profile. AU is an accredited international university in Thailand; therefore, the use of international test such as the JMB Test could be a possible alternative. However, the intention is not to argue for a change in the present entrance tests, which would involve more economic and political decisions outside the scope of this study but to explore the theoretical background of an entrance test such as the JMB and look at the content and face validity of a test in term of suitability for the target population being tested.

1.4 Research Questions

This research will be guided by two research questions:

- How does the AU entrance test fulfill its function as a first process in filtering students' readiness to study in AU?
- Of the two tests, AU Entrance Test and JMB Test, under consideration, which test offers both content and face validities appropriate to the population targeted?
1.5 Definition of Terms

*Readiness*

Students' abilities to cope with studying in English medium university, such abilities are writing, taking notes, and composing reports.

*Communicative competence*

The ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences and to whom. Communicative competence includes:

a) knowledge of the grammar and vocabulary

b) knowledge of rules of speaking

c) knowing how to use and respond to different types of SPEECH ACTS, such as requests, apologizes, thanks, and invitations

d) knowing how to use language appropriately

*Communicative language testing*

Communicative language test is used with the goal of measuring language learners' ability to use language in real life situations.

*Reliability*

Reliability is used to measure the consistency of the test score when it is taken more than once. It is also called as ‘errors measurement’.
Validity

Validity means how well the test can measure what it is intended to measure. A test may be valid for one purpose but not another. For example, reading test may not be valid for measuring students’ oral skill.

Face validity

The degree to which a test appears to measure the knowledge or abilities it claims to measure, based on the subjective judgment of an observer.

Content validity

A form of validity, which is based on the degree to which a test adequately and sufficiently measures the particular skills or behavior it sets out to measure.

Practicality

It involves human resources, material resources, and time from designing and developing the test to producing score of the test.

Discrete point test

A language test which measures knowledge of individual language items, such as grammar test, which has different sections on tenses, adverbs, and preposition. Discrete point tests are based on the theory that language consists of different parts (e.g. grammar, sounds, and vocabulary) and different skills (e.g. listening, speaking, reading, and writing) and these are made up of elements that can be tested separately.
Integrative test

An integrative test requires a learner to use several language skills at the same time, such as a dictation test, because it requires the learner to use knowledge of grammar, vocabulary, and listening comprehension.

Item analysis

The analysis of the responses to the items in a test, in order to find out how effective the test the test items are and to find out if they indicate differences between good and weak students.

1.6 Research Outline

This research consists of five chapters;

Chapter 1: The introduction chapter, which explains the background of the research, rationale and objective of the research, and research questions.

Chapter 2: This chapter gives the literature review of language ability, language testing in language teaching and learning, type of test, test methods, and test components in terms of validity and reliability.

Chapter 3: This chapter deals with the methods and subjects in the research.

Chapter 4: This chapter presents answers to each research question and discusses the significance of the findings from the collected data.

Chapter 5: This chapter presents the summary of the findings, limitations of the study and recommendations for further research.
2 Literature Review

2.1 Language Ability

Bachman and Palmer (1997: 61) state "the characteristic of individuals that is of primary interest in language testing is language ability". The main purpose or interest of most tests is to measure test takers' language ability. Chandee (1997: 121) explains "language ability depends not only on knowing about the language, but also on knowing the socio-cultural contexts, and conversational strategies needed in discourse situation". In other words, language ability means the ability of individual to use all four languages skills efficiently. Social and cultural differences and how to say things in different situations can be identified as an essential part of language competence.

It can be very difficult to measure one's language ability; therefore, in order to test language ability of test takers who come from different social background and culture, test developer has to be sure that the test is not bias or take side of one culture in particular.

2.2 Language Testing in Language Teaching and Learning

Given the current emphasis on international standards of proficiency in English, teachers must have an understanding in the language testing process. Testing can also be viewed as a kind of interaction between students and teachers where students are taking the test in return teachers are marking, reporting scores, and giving feedback to them. Bachman (1990: 2-3) has commented on language testing as follows:
Language testing both serves and is served by research in language acquisition and language teaching. Language tests, for example, are frequently used as criterion measures of language abilities in second language acquisition research. Similarly, language tests can be valuable sources of information about the effectiveness of learning and teaching. Language teachers regularly use tests to help diagnose student strengths and weaknesses, to assess student progress, and to assist in evaluating student achievement. Language tests are also frequently used as sources of information in evaluating the effectiveness of different approaches to language teaching. As source of feedback on learning and teaching, language tests can thus provide useful input into the process of language teaching.

Test score is a valuable source that helps language teachers in evaluating the students’ performance as well as improving and/or adapting their future teaching plans. It is very useful and makes sense in using tests throughout the lecture sessions. Many teachers use a test at the very first class of the semester in order to find out what are the abilities of the students. Therefore, teachers could prepare the right lessons, which best suit to the students’ level. In the middle of the semester, teachers normally prepare mid-tern test in order to assess the students’ progress. The mid-term test is often a combination of achievement test and diagnostic test. The intention is to find out both the students’ progress in terms of knowledge and strengths and weaknesses of students’ ability. As for the final test, an achievement test is always the guideline for most of the teacher.

On language learning side, a test score is an important factor telling learners where they are in the language class. There is more to say that in evaluating students, test score can be viewed as either rewards or punishments. It can be a great source to motivate students to improve themselves or automatically demotivate them in learning the language.
2.3 English Language Teaching in Thailand

English language teaching in Thailand can be traced back to King Rama III (1824-1851). (Durongphan et al. 1982, cited in Foley 2005: 224). Foley also states that English was made a compulsory subject for students beyond Grade 4 in 1921 because there were a great number of westerners coming into the country. Later on, there was a change in 1960 in the English syllabus. The emphasis was on English for international communication. The teaching method at this period was made to replace rote memorization and grammar translation with an audio-lingual method. Unfortunately, it did not succeed very well as it seemed to go against the rote learning tradition that was ingrained in both the educational and religious traditions of Thai culture.

In 1977 and 1980, there were attempts to introduce “communicative approach” to English language teaching. At that time, British Council were involved in setting up training courses to help improve the teaching English in the Thai education system. Later, in 1996, English was made compulsory for all primary children from Grade 1. The aim is to develop students' language proficiency in the areas of communication, acquisition of knowledge, use of English in tertiary level studies, career advancement, and so on. The approach to language teaching was described as “functional-communicative” with an eclectic orientation (Wongsothon 2000, cited in Foley 2005: 225). After Thailand’s new constitution was adopted in 1997, the major reform in the English curriculum was introduced in 1999. The aim of the new curriculum is to build language knowledge, skills, and positive attitudes towards English (Wiriyachitra 2002, cited in Prapphal 2008: 128).
The role of English in Thailand is quite important as it is in many other developing countries. Adopting of new technologies and the increasing number of internet usage in many fields such as business, education, science, and life style have resulted in a major demand high proficiency in English. In addition, with the economic downturn in Thailand a few years ago, large numbers of Thai companies have gone through mergers, associations, and takeovers from foreign countries. As a result, English is used as the means to communicate, negotiate, and execute transactions between partners. However, Thailand has always been a country with one official language, Thai, and Thais are proud that they have never been colonized. The concept of having one language is the concept of stability (Wiriyachitra 2002: 1). Because of this, English can only be at most the first required foreign language in school.

According to Wiriyachitra (2002), the English curriculum in Thai universities cannot meet the demands of English used in the workplace. It can be said that up to now English language teaching in Thailand has not prepared Thais for the changing world. The reasons are, firstly, most English lessons are aimed at grammar studying. Since English is a foreign language, Thai people would feel more secure in knowing the rules of the language before using it to avoid any face loosing situation. However, basic ability in grammar and vocabulary are not enough to be able to communicate properly and effectively. Secondly, Thai testing system has failed to reform with the changes of the curriculum. Lastly, learners may experience negative attitudes toward learning English. This may happen from many reasons such as vocabulary memorization, bad experience in the language classroom, cannot comprehend the grammar rules, and so on. Of all the three reasons, the most important factor that needs to be considered first is that Thai students need communicative competence,
which enables them to communicate successfully and effectively in real-life situations.

2.4 Communicative Language Testing

In recent years, communicative language testing has been more widely used to test candidate's ability to perform the target language and communicative competence. In other words, communicative language tests are used with the goal of measuring language learners' ability to use language in real life situations.

Spolsky (1976) identified two periods of language testing: the Psychometric-Structuralist and the Psycholinguistic-Sociolinguistic.

In the Psychometric Structuralist era, the test focused on discrete point approach. The discrete point approach broke language down, using structural contrastive analysis, into small testable segments. Each segment was intended to give information about the candidate’s ability to handle that particular point. The main advantage of this was that it provided easily quantifiable data especially when there was a large amount of data to be quantified. However, it also had numerous drawbacks. Perhaps the greatest was point out by Oller (1979: 212, cited in Weir 1990):

Discrete-point analysis necessarily breaks the elements of language apart and tries to teach them (or test them) separately with little or no attention to the way those elements interact in a larger context of communication. What makes it ineffective as a basis for teaching or testing languages is that crucial properties of language are lost when its elements are separated. The fact is that in any system where the parts interact to produce properties and qualities that do not exist in the part separately, the whole is greater than the sum of its
Discrete point testing refers to the testing of one element at a time and item by item. Since language is the first tool for communication, therefore, tests should be designed to assess students’ proficiency, which possibly measure the students’ communicative ability in all levels of language. In real life, for example, people taking music lessons are required to perform the task by playing their chosen instrument. The examiner does not depend solely on a pencil and paper test to inform about the testee’s knowledge concerning about the principles of music.

The Psycholinguistic-Sociolinguistic era was termed by Spolsky in 1976 in response to a feeling that discrete point tests were insufficient indicators of language proficiency. In this era, two types of test, cloze and dictation, had been seen as successful tools in measuring student’s proficiency. As a result, the concept of an integrative test was introduced as well. According to Oller (1979: 37, cited in Weir 1990):

Integrative test was born in contrast with the definition of a discrete point test. If discrete items take language skill apart, integrative tests put it back together. Whereas discrete items attempt to test knowledge of language one bit at a time, integrative tests attempt to assess a learner’s capacity to use many bits all at the same time, and possibly while exercising several presumed components of a grammatical system, and perhaps more than one of the traditionally recognized skills or aspects of skills.
Oller (1979) also claimed that

Global integrative tests such as cloze and dictation went beyond the measurement of a limited part of language competence achieved by discrete point tests with their bias towards testing receptive skills; that such tests could measure the ability to integrate disparate language skills in ways which more closely approximated the actual process of language use.

Oller believed that integrative testing such as cloze tests, which required candidates to insert suitable words into the gaps in a provided text, and dictation, provided a closer measurement of the ability to combine language skills in the way they are used for actual language use than discrete point testing.

Morrow (1979, cited in Weir 1990) states that neither technique allows spontaneous production by the candidate, relying instead on the examiner for the language input. He believes that they tested competence rather than performance.

The fact that discrete point and integrative testing only provided a measure of the candidate’s competence rather than performance brought about the need for communicative language testing (Weir 1990: 7).

Later, the work of Canale and Swain in 1980 provided a useful starting for the term communicative language testing. These authors took communicative competence to include sociolinguistic competence (knowledge of the rules of use and rules of discourse), grammatical competence (knowledge of the rules of grammar), and strategic competence (knowledge of verbal and non-verbal communication strategy). In 1983, the model was updated by Canale, who proposed a four-dimensional model; linguistic, sociolinguistic, discourse, and strategic competences (Weir 1990: 8).

Bachman (1990: 84) posits that communicative language ability can be described as consisting of both knowledge or competence, and the capacity for implementing or executing that competence in appropriate, contextualized
communicative language use. His framework included three components: language competence, strategic competence, and psychophysiological mechanisms.

Language competence consists of two competences, organizational competence and pragmatic competence. Organizational competence covers grammatical and textual competence.

Grammatical competence consists of the knowledge of vocabulary, morphology, syntax, and phonology/graphology (Bachman 1990: 87). Candidates could use the mentioned knowledge to perform the test as sounds or as written symbols. Textual competence includes the knowledge of the conventions for joining utterances together to form a text, which is essentially a unit of language – spoken or written – consisting of two or more utterances or sentences that are structured according to rules of cohesion and rhetorical organization (Bachman 1990: 88).

Pragmatic competence covers illocutionary and sociolinguistic competence. The idea of illocutionary competence can be introduced by the theory of speech acts (Bachman 1990: 90). According to Longman Dictionary of Language Teaching & Applied Linguistic, a speech act is an utterance as a functional unit in communication, which has two kinds of meaning.

1. Propositional meaning or locutionary meaning: This is the basic meaning of the utterance, which is conveyed by the particular words and structures, which the utterance contains.

2. Illocutionary meaning or illocutionary force: This is the effect that utterance or written text has on the reader or listener.

For example, in “I am cold”; the propositional meaning is to describe the speaker’s physical feeling. In illocutionary, meaning may be intended to request the listener to turn off the air conditioner.
Sociolinguistic competence is the sensitivity to or control of the conventions of language use that are determined by the features of the specific language use context; it enables candidate to perform language functions in ways that are appropriate to that context (Bachman 1990: 94).

The second component, strategic competence, consists of three components: assessment, planning, and execution. These three components are used to implement language competence appropriately in the situation which communication takes place, and involves sociocultural and real world knowledge. In other words, strategic competence relates language competence to the language user’s knowledge structures and the context in which communication takes place. Strategic competence performs assessment, planning, and execution functions in determining the most effective means of achieving a communicative goal (Bachman 1990: 108).

The last component, psychophysiological mechanisms, involved in language use characterize the channel (auditory, visual) and mode (receptive, productive) in which competence is implemented (Bachman 1990: 108).

Canale and Swain’s and Bachman’s are two of the more influential models of language competence, and, along with several others, they provide a useful framework for designing communicative tests (Weir 1990).

The first feature is that communicative language tests should have high content validity; test items must match and measure objectives. As Weir (1990: 12) points out tests of communicative language ability should be as direct as possible (attempt to reflect the ‘real life’ situation) and the tasks candidates have to perform should involve realistic discourse processing. In other words, if the test is designed to make judgments about how a candidate can perform in a normal situation outside the
test room, the test must be designed to have a specific context, which reflects that particular situation as much as possible.

The second feature is face validity or test appeal. By looking at the test without any deep analysis can initially tell us whether that particular test can measure what it is designed to measure or not. Since communicative language tests are designed to test real life skills, as a result, the test, which comes in either multiple choice or cloze format test, may not be seen as a suitable format to assess candidate’s ability.

The final feature is concerning with assessment. Communicative language tests should be assessed qualitatively rather than quantitatively (Morrow 1981, cited in Miyata-Boddy and Langham 2000: 79).

The above explanations suggest that the use of communicative language test could possibly be a better alternative in assessing one’s ability in using the language. However, language-testing process in Thailand could not keep pace with the new teaching approach. Until today, the focus of the test is still on discreet point approach. Discreet point approach broke language down into different parts (e.g. grammar, sound) and different skills (e.g. listening, speaking, writing, and reading). Each test item is intended to test testee’s ability to handle that particular point of language. Obviously, the test aims to measure at the candidate’s performance rather than competence. To keep up with the needs of using English for communication in this era, communicative language testing may be the answer to assess the students’ ability in all level.
2.5 Types of Test

Each type of test serves its specific purposes. However, in many cases, it is not easy to draw a clear-cut borderline between these tests.

**Achievement Test**

This test tends to be given at the end of course with an intention to assess whether a student has learned what he or she supposed to have learned and the content of the tests is generally based on the course syllabus or the course textbook. (Foley, unpublished mss, Alderson et al. 1995: 12).

The main purpose of an achievement test is to find out whether the course objectives are achieved or not. The result of the test can benefit both teachers and students. For teachers, the result can lead to many further course adjustments e.g. to change the book, to add more supplement materials or activities and so on. The tests can also be considered as a type of progress test because it is also assess students’ progress for a whole period of course instruction. As for students, achievement tests determined their passing or failing grade. In Thailand, the formal achievement tests, final exam, are used to assess students’ performance. In the university level, students who fail the final exam have to retake the course again. Achievement tests can both benefit and have serious consequence for students. In other words, the reported scores of the test can either motivate and demotivated students in learning. Test constructors should be very careful in constructing the tests.

**Proficiency Test**

These tests are designed to assess general language ability of test takers. It is not based on any syllabus or objective of any learning courses. Generally, these tests are used to assess test takers whom English is not their mother tongue. Brown (2001)
says that a proficiency test usually consists of standardized multiple-choice items on grammar, vocabulary, aural comprehension, reading comprehension, and writing. The well-known proficiency tests are the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS). The purpose of the test is not aimed only at the academic purpose but also in the professional purpose.

**Diagnostic Test**

There are many similarities between the diagnostic test and achievement and proficiency tests. The purpose of the diagnostic test is to identify those areas in which a student needs further help. These tests can be fairly general, and show, e.g. whether a student needs particular help with one or more of the four main language skills (Alderson et al. 1995: 12). Foley (unpublished mss) stats:

> The diagnostic test is best seen as species of non-achievement test since it is usually based on a list of errors made by students. Thus, its most obvious use is after achievement or proficiency test when it is constructed from items that cause many errors. The diagnostic test, then, multiplies items of a similar kind in order to check on patterns of error among students. (Foley unpublished mss: 6)

This kind of test can be used for diagnosing students' strength and weaknesses in order to determine the next appropriate teaching steps. Achievement tests tend to look at students' ability in the broader view. Diagnostic tests are designed and developed to find out the specific errors in the specific content that are covered in a given program. These more specific diagnostic tests are not easy to design since it is difficult to diagnose precisely strengths and weaknesses on the complexities of language ability (Alderson et al. 1995: 12). For this achievement and proficiency tests are frequently used as for the diagnostic purposes.
**Placement Test**

This test is designed to place students in an appropriate course or class for their language level. A placement test is usually conducted when students enter the new school or university. These tests are very useful for large institutions, which receive many students. Brown (2001) claims, “some proficiency tests and diagnostic tests can also be used for placement test”. This statement is not everything; each institution should write their own placement test because those proficiency test and diagnostic test may not meet the objectives or requirements of the particular institution. Both the JMB Test and the AU Entrance Test can be viewed as placement test.

**Progress Test**

This test can be given in a various stages throughout the language course. This test assesses what students have been recently learnt. As they are short-term tests, teachers could get either good results or not so good results form such tests. The test can be conducted in informal ways such as giving pop quizzes or summarizing the paragraph orally or in a written form at the end of the class.

**2.6 Testing Formats**

Assessing student performance and ability is an important part of teaching; therefore, test developer and/or teacher have to find the most suitable testing format to test learner’s ability since each test has its specific aims of measurement. Common forms of assessment format are listed below.
Multiple-Choice

This test method is usually set in a way that the candidate is required to select the right answer from the number of given options.

Advantages:

- The marking process is totally objective because the marker do not have to put his or her judgment into the correct choice.
- The scoring process is very fast and convenient. The process can be through the help of the computer but a random physical check should be performed by the marker.
- In term of marking, it is more cost effective than other forms of written tests.
- Items can be pre-tested easily thus, it is possible for test developers to either advance or lower the difficulty level of each item or the whole tests.

Disadvantages:

- The right answer can be found easily because
  - A candidate probably has some training on how to eliminate wrong answers.
  - The format of the test encourages the candidate to guess.
- It is time-consuming in order to prepare because test developers have to find distractors and carefully put them in the test.
- Time-consuming then can lead to more expenses in constructing the test.
- There is sometimes more than one right answer to the question at the inferential level.
**Short Answer Questions**

The candidate is required to write down specific answers in space provided on the question paper. This kind of test is extremely useful to check candidate’s reading and listening comprehension.

Advantages:

- This type of test allows a candidate’s some freedom of expression.
- If a candidate answers the question right, it means that he or she has a tendency in comprehending the reading or listening tasks.
- If the number of acceptable answers is limited, it will be easy for markers to grade the particular question.

Disadvantages:

- A candidate’s handwriting can be a big problem for marker in grading.
- In tests requiring inferential skills, the variability of answer might lead to marker unreliability. However, careful moderation and standardization of markers should help to reduce this.

**Gap-Filling**

In this type of test, words are deleted from the text after providing a few sentences on instruction. Candidates have to fill each gap by supplying the word they think has been deleted.

Advantages:

- Cloze test is easy to construct as the test developer simply identifies which skill(s) such as tense, preposition, or vocabulary is going to be measured then deletes selected words out from the text.
- For markers, it is easy to score if a list of missing words is provided
Disadvantages:

- There is a high possibility that more than one answer can be put in the provided space.

**Essay**

Advantages:

- Each candidate can express their ideas or thoughts in terms of making comparison, writing descriptions, or explaining certain points.
- This kind of test can also be used to measure the ability of the students in organizing their thought.

Disadvantages:

- Low reliability in term of marking because there is no standard or rule to rely on while marking. A good essay answer can become only an okay one just because of the marker’s disagreements about the particular topic or ideas.
- It is usually impossible to have candidates organize their thought in five to ten minutes before they start writing the test.

2.7 Types and Uses of Language Tests

Test results serve a variety of different functions in measuring one’s language ability. There are two approaches of language tests, which can interpret these different functions.

**Norm-Referenced Tests (NRT)**

NRT is designed to measure all four skills of students’ language abilities by classifying students into separate groups depending on their achievement. Each
student’s score on the test is interpreted relative to the scores of all other students who took the test. School may use NRT to classify students into the gifted programs. NRT measurement is appropriate for assessing individual’s ability but it is inappropriate to analyze the objective of the curriculum.

**Criterion-Referenced Tests (CRT)**

CRT is designed to measure students’ language ability to the standard proficiency scale. According to Brown (1996), “each student’s score is meaningful without reference to the other students’ scores.” CRT is used to measure what test takers can do and what they know. Test developers or teachers may choose CRT when they wish to see how well students have learned the knowledge and skills of the teaching course. Most of the time, CRT results can be and are used with traditional grading systems. For example, “A” represents excellent, “B” represents good, all the way to “F” or failing grade.

2.8 Attributes of the Test: Reliability, Validity, and Practicality

**Reliability**

Reliability is used to measure the consistency of the test score when it is taken more than once. Reliability can also be called as errors measurement. According to Weir (1988: 34), three aspects of reliability are usually taken into account.

The first concern is the consistency of scoring among different markers, e.g., when marking a test of written expression.

The second concern is the test takers themselves. Before taking the test, test takers may develop some anxiety, fatigue, poor health, or lack of interest or
motivation, which can affect individuals’ test performance but not the language ability.

The third concern is parallel-forms reliability. This aspect involves correlating the scores from two very similar tests. However, it is impossible to construct the two parallel tests.

In order to measure reliability, test constructors must identify sources of error and estimate their effects on test scores. Identifying sources of error is also complicated by the effects of other characteristics such as sex, age, cognitive style, and native language. (Bachman 1990: 16)

It is very difficult to measure these errors in reliability because these are abstract factors. Since each test has different characteristics, it is researchers’ duty to find out the errors that effect on the particular test. At this point researchers have to be sure that all the relevant errors have been accounted for. These errors can be listed starting from the most dominant factor to the least dominant factor. Once these sources have been identified, numerous approaches to estimating the size of the effects on the test must be developed. It sounds almost impossible to measure reliability through the measurement of these errors.

Since reliability is difficult to measure, especially the first time the test is given, thus, Bott (1996: 39) suggests several practices; “first, the test should be long enough to provide thorough coverage of the subject matter. Second, elements that will increase the chance of guessing correctly should be eliminated.” A short test can possibly increase the chance that only familiar items are being covered. One possible reason for a short test is that if the test is given for the second time, there is a chance that a candidate may remember this particular test item. To make a test reliable, test developer should eliminate the chance of guessing the right answer by a candidate. If the answer of the particular question on the test can be easily guessed, then what is the
purpose of constructing such test? One more suggestion from Bott is that “to help guarantee reliability when giving performance tests, for example, it is important to make certain that all materials and equipment used in the test are in approximately the same condition.”

According to the definition of reliability, it is almost impossible to use it in the criterion-referenced test since the measurement of this test relies on the test standards. Since the reliability of tests is closely connected to their validity, then if the test is valid, it must be reliable. In other words, if a test measures effectively what it is supposed to measure, then it does this accurately and consistency. On the other side of the token, the test maybe considered as highly reliable but still not valid. The same test might be highly reliable if given several times to a class in another subject but it would not be valid since it would not measure achievement in that subject. If the test can measures what it is designed to measure, the result of the reliability can be used in the criterion-referenced test.

**Validity**

According to Brown (1996: 231), “test validity is defined as the degree to which a test measures what it claims, or purports, to be measuring.” Validity of the test means how well the test can measure what it is intended to measure. A test may be valid for one purpose but not another. In other words, a test may be designed to measure the achievement of students in one particular area of the subject, but it might not do its job in measuring students’ progress.

Test method also plays an important role in determining validity of the test. A multiple-choice question will highly be reliable but it may not be valid. It is because it
may not indicate the true ability of the test taker through guessing process. A brief discussion on types of validity follows:

**Face Validity**

Face validity means appearance of the test, which attracted to test takers and test users. There are many controversial in using face validity in term of test measurement because it concerns with popularity or common acceptance rather than scientific truth while validity should involve deeper measurement factors.

On the other hand, according to Bachman and Palmer (1997: 42), “the notion of ‘test appeal’ is essentially a function of authenticity and interactiveness, and thus does not consider ‘face validity’ or ‘test appeal’ to be a separate quality of tests.” The test that has face validity means that it is going to measure what it is supposed to measure or not. Looking at the test without any deep analysis can initially tell us whether that particular test can measure what it is designed to measure or not.

**Content Validity**

This kind of validity is used to measure ‘quality’ of the measured objectives. In order to achieve content validity, test items must match and measure objectives. For example, if a teacher wants to measure a student’s speaking ability, s/he must ask student to speak.

This type of validity can be a very useful in analyzing this research since the researcher wants to find out whether the quality of test items and multiple-choice method do its job in filtering new students or not.
**Predictive Validity**

Like its name suggests, this validity is used to predict student’s performance in the future. A proficiency test before a course can predict students’ ability to cope with the whole course. If the student is very weak, s/he may need to work hard throughout the course. Teacher can also benefit from the scores of such test as s/he can write or prepare appropriate materials level for that class.

**Concurrent Validity**

This validity can be explained as ‘how well does performance on the new test match performance on an established test?’ In this case, AU Entrance Test can be viewed as a new test, while the JMB Test can be viewed as an established test. If the outcome of the tests matches, it can be said that the test in question has concurrent validity.

**Construct Validity**

According to Bott (1996: 38), “if the test is written using such a high reading level that poor readers fail because they cannot understand what the test items are asking, it lacks what is referred to as construct validity.” The reading test is designed to measure numbers of test takers’ abilities such as vocabulary, grammar, and comprehension; therefore, if the reading passage is too advanced for the test takers, then, that test will automatically become invalid.

**Practicality**

Practicality can be viewed as all kinds of human resources, which are used in order to design, develop, and mark the particular test. Bachman and Palmer (1997:
mention, “the view of practicality is useful because it enables us to define a ‘threshold level’ for practicality in any given testing situation.” If the resources of constructing the test do not exceed the available resources at any stage in test development, then the test is considered practical and the test can proceed. If available resources are either exceeded or scarce, test developers must modify the test specifications in terms of reducing or adding to match with the available resources so that they can be utilized more efficiently.

In order to assess practicality, there are three resources, which need to be classified.

**Human Resources**

Human resources mean anyone who has a part in making the particular test practical and successful, for example, test writers, markers, test administration, clerical, and technical support personnel.

**Material Resources**

Material resources refer to any kind of tools, equipments, and space, which are used in or during the test, for example, testing room, computers, audio, projector, and video recorder.

**Time**

Time consists of development time of the test to the reporting of the score time.

Practicality also refers to all cost, which are associated to the above three resources. Furthermore, the cost of each test varies according to the design of the specific test and availability of these resources. For these reasons, practicality can only be determined for a specific testing situation. In other words, a test specification that is practical in one situation may not be practical in another.
When constructing a test, not only the three main factors of reliability, validity, and practicability need to be considered but also other factors. Students’ true abilities are not always reflected in the test scores that they obtain because language abilities are not easy to measure. As a result, a test maker should as much as possible avoid constructing inaccurate tests. These factors are test content and test techniques.

Since both the AU Entrance Test and the JMB Test are placement tests, an appropriateness of test content and test technique of both tests should aim in assessing students’ abilities. Candidates need to cope not only with English instruction, note taking, and report writing but also because of the international community spoken English. As a result, a discrete point test does not seem to be adequate to screen the candidates’ readiness in continuing their studying in the tertiary level. The communicative and integrative approaches should better be used in assessing candidates’ abilities since both approaches emphasize the importance of the meaning of utterances rather than their form and structure.

2.9 How are AU Entrance Test and JMB test constructed?

2.9.1 AU Entrance Test

AU Entrance Test (see Appendix II) comes in two parts. The first part is used to assess students’ grammatical ability. The second part is used to assess students’ reading comprehension.
A) AU Entrance Test: Part I: Grammar

The aim of the first part is to assess students’ grammatical ability. The test is a discrete point test and also in the multiple-choice and cloze formats. Discrete point test, multiple-choice, and cloze test will be thoroughly discussed in the following sections.

a) Discrete Point Test: These tests are usually used to measure the small bits and pieces of a language and almost always are indirect testing. Hughes (2003: 18) states that the main problem with indirect tests is that the relationship between performance on them and performance of the skills in which we are usually more interested tends to be rather weak in strength and uncertain in nature. Test developer may construct tests of grammar, vocabulary, punctuation, etc but the scores obtained from such tests could not be able to predict test taker’s composition skill.

Many arguments have been addressed for the past years whether discrete point type of test is appropriate for measuring students’ language ability.

The clear advantages of using a discrete point test are that all the obtained data is easily quantified as well as allowing a wide coverage of items. Because of its nature, discrete items are efficient and have the usual reliability of marking associated with objectively scored tests (Weir 1988: 2).

However, the criticisms about discrete point test in language assessment still remain. The first criticism against discrete testing is that test tasks do not resemble or measure real world language use. This does not necessarily mean that performance on such items is not generalizable to performance in the real world if discrete point test items are combined with test formats that require test takers to integrate the various skills in the actual production of language.
Half of the AU Entrance Test (see appendix II) was constructed to measure candidates' grammatical ability such as use of tenses, prepositions, gerunds, phrasal verbs, and so on. By using an adapted cloze format, most questions in part I seem to measure real world language use but the actual aim of the test is to assess students' grammatical knowledge.

The second criticism against discrete point tests is that they produce negative washback. It gives test takers the mistaken idea that language is made up of individual and independent parts that can be learned separately. This problem has a direct effect on English teaching in the Thai educational system. English teaching in Thailand has been broken down into individual and independent parts. As a result, students could not integrate these individual parts in the real world communication. According to Morrow (1979: 145 cited in Weir 1990: 3):

...knowledge of the elements of a language in fact counts for nothing unless the user is able to combine them in new and appropriate ways to meet the linguistic demands of the situation in which he wishes to use the language.

In the AU Entrance Test, questions in the first part (see Appendix II), the grammar searching, are put in the reading paragraph. In order to select the right answer, students are not only required to understand the context of the reading passage but also know the grammar for that particular question. In some cases, students could guess the right answer from only looking at the grammar of the given sentence.

The third criticism is that the presence of distractors may have a negative effect on language learning because students are provided with mistaken use of English that they would never have thought of themselves. Even though many English teachers believe that students should be encouraged to produce the language even if
they make mistakes but in this particular situation, the only way for students to learn from the mistakes is that teacher should help them learning the correct form.

b) Multiple-Choice Test: It is obvious that multiple-choice has a role to play in language testing. There are both advantages and disadvantages of using a multiple-choice format in creating a test.

The first advantage of using multiple-choice is the marking process. Since it is objective, the marker could not give any judgments when marking. When dealing with a large amount of grading, MCQ can be seen as both the most cost and time effective.

Because MCQ test can be pre-tested fairly easily, it is usually possible to estimate in advanced the difficulty level of each item and that of the test as a whole. Pre-testing also provides information about the extent to which each item contributes positively towards what the test as a whole is measuring (Weir 1988: 46).

A third advantage is high reliability. The consistency of test scores over time is its reliability. Each question has its own objectivity of measuring. Objectivity is the ability to obtain the same results when the test results are rescored or scored by different people or at different times. In other words, a multiple-choice test provides identical scores when a key or scoring template is used and one or more persons score the test.

There is more to say about the advantage of using MCQ. The number of choices may vary but the decision on how many choices to provide is a serious one. Two choices, true/false, items are easy to construct but the guessing level is 50%. Even the test taker does not know the answer but he basically has a 50% chance of
hitting the right answer. Most MCQ items have four choices; as a result, the number of guessing level goes down to 25%.

Multiple-choice items are favored in many cases because their scoring can be reliable, rapid, and economical. However, there are number of problems associated with the use of MCQ. The first clear drawback is that MCQ format encourages the student to guess the correct answer. Student probably has some training on how to eliminate distractors.

The second drawback is dealing with the question itself. According to Weir (1988: 46), if a student gets a multiple-choice question wrong because of some flaw in the question, the answer sheet on which he records his answer will not reveal this fact. In other words, the answer sheet does not show whether student fails to comprehend the given text or the given question.

The third disadvantage is that it takes much longer, and is more expensive and difficult to prepare than more open-ended question such as compositions (Weir 1988: 47). The specially trained test writer needs to prepare a large number of items including finding suitable distractors and then carefully put them in the question.

Weir (1988: 47) also states that there is considerable doubt about the validity as measure of language ability. Answering multiple-choice items is an unreal task, as in real life one is rarely presented with four alternatives from which to make a choice to signal understanding. In a multiple-choice test, the distractors present choices that might not have been thought of. If a divergent view of the world is taken, it might be argued that there is sometimes more than one right answer to some questions particularly at the inferential level. From Weir’s supposition, it can clearly be seen that a multiple-choice test is limited in assessing student’s ability or communicative competence.
Moreover, the disadvantage is related to the previous one. The abilities such as writing and creative thinking could not be measured by using multiple-choice format. It is because the technique tests only receptive knowledge not productive skills. The use of MCQ may be convenient only to measure isolated skills such as grammar skill. With this disadvantage and the previous one, they could be used to strengthen the point that multiple-choice format is not a good candidate for assessing student’s competitive competence.

The last disadvantage is cheating. Cheating may be facilitated since students only need to pick the right answer.

c) Cloze-Test: The original purpose of cloze test is to measure test taker’s reading comprehension. Cloze passages are short texts that have one word deleted every \(n^{th}\) number of words. According to Oller (1979), the cloze is based on the concept of pragmatic expectancy grammar. It is a form of language competency that allows the test takers to make predictions about language input, which helps them to successfully process spoken or written text that is not completely clear. Bailey (1998) explains that two kinds of competence are drawn on to complete a cloze task. One is syntagmatic competence, which tells the reader the part of speech the word being read. The second is paradigmatic competence. This tells the necessary semantic features the appropriate word must have to complete the blank. Also several scholars have praised the cloze tests as a relatively easily developed and administered for L2 learners.

Not all of the scholars favor cloze test. Markham (1985) claims that the test best represents word or sentence level writing ability and that it does not really measure connected discourse. Another criticism pointed out by Cohen (1994) is that it
might be possible to successfully complete a cloze task without understanding the meaning of the text. That is, it may not actually measure text comprehension but is limited to syntactic knowledge.

The third criticism from Alderson et al. (1995) is that the choice of the first deletion can have an effect on the validity of the test, since once the first word is deleted; all the other deletions automatically follow. Experiments comparing tests based on the same text, but with different initial gaps, and therefore different spaces throughout the passage, have shown that the tests vary in both validity and reliability (Alderson 1978, 1979 and Klein-Braley 1981, cited in Alderson et al. 1995). Some version of the test may have a high number of function words deleted, which make it fairy easy for a competent language user to answer, whereas other versions may have a high number of content words deleted, which may sometimes be irretrievable even for native speakers.

The last criticism stated by Alderson et al. (1995) is that and \( n^{th} \) word deletion is not easily amended. In the pretest, if some gaps are impossible to complete, how can the test be altered? If the tester decides to reinstate the difficult word and delete another one nearby, then the principle of \( n^{th} \) word deletion is being flouted, and if the text is rewritten to make the \( n^{th} \) word gap more answerable, the text becomes less authentic. The above discussion has showed that a cloze test may test only the aspects of language with which the tester is concerned.

**B) AU Entrance Test: Part II: Reading Comprehension**

The second part of AU Entrance test (see Appendix II) aims to assess students' reading comprehension and vocabulary. The discussion of the reading comprehension is as follows:
A reading test is used to assess student’s level of understanding of the given passage. In a reading test, student tends to use skimming and scanning skills to find an answer to the question rather than reading the whole passage or intensive reading. Time limitation could be a possible factor for student in using the two skills. Kintsch and Yarbrough (1982 cited in Alderson 2000: 9) distinguish levels of comprehension: it is possible to comprehend words but not the meaning of sentence, and sentences but not the organization of the text.

a) Skimming: When skimming, the reader goes through the reading material quickly in order to get the gist of the passage, to know how it is organized, or to get an idea of tone or the intention of the writer (Grellet 1983: 19). In other words, readers look for an overall view of the text through skimming. In general, the reason for skimming is to know whether it is worth reading. It might be possible to use this skill in reading test but most students are looking for the exact clue to answer the question, as a result; they might use scanning skill instead.

b) Scanning: When scanning, reader only tries to locate specific information and often he does not follow the linearity of the passage (Grellet 1983: 19). Readers retrieve only important information relevant to their purpose.

From the above explanation, the testing of reading ability seems deceptively straightforward when it is compared to the testing of oral ability. It is true in general that a reading test can be constructed easily but it may not be a good test. The reason is because it may not measure what the test developer intends to measure. Since the aim of most placement tests are to place students in an appropriate class or course for their language level, the use of reading comprehension may not be a good option. It is
because trained students could use skimming, scanning, or other reading skills to guess for the right answer without having to understand the context.

Still, the test of reading ability could not be omitted in the entrance test since it is the only indication, which shows how well test takers could comprehend the reading passage. On grounds of validity, a test developer should try to test all skills that are involved in reading and are relevant to the test purpose.

2.9.2 JMB Test

JMB Test is both a communicative and an integrative test and also in writing, and reading and matching formats.

a) **Communicative and Integrative Test**: These tests are concerned primarily with how language is used in communication. As a result, most tasks are incorporated as closely as possible to those facing students in real life or authenticity. Bachman (1991, cited in Cohen 1994: 19) identifies three approaches regarding to authenticity in testing: 1) to stipulate by definition that the language tests are measuring language ability directly. 2) to consider language tests to be assessing language use similar to that in real life, and 3) to consider language tests as authentic on the basis of face validity. With the first approach, testing is said to be direct when it requires the candidates to perform precisely the skill that the test maker wishes to measure. In other words, for examples, if we want to know how well the candidates can write compositions, we get them to write compositions. For the second approach, the tasks, and the texts that are used, should be as authentic as possible, even though candidates
are aware that they are in a test situation. With regard to the third approach, the appeal of the test itself could show authenticity of the test content.

b) Writing Test: It is one of approaches in assessing students’ competency in using the language. Students can use their imagination, experience, thoughts, and opinions in the test. The outcome of the test allows the marker to understand both mental and physical skills and the ability of the students. In this analysis, candidates must be able to show that he has ability in writing, taking notes, and composing reports. Two approaches are used in assessing students’ linguistic competence in the writing, indirect and direct methods. With regard to indirect method, it puts its focus on understanding of vocabulary, structure or cohesion devices (Weir 1988: 63). In other words, both productive and receptive skills could be broken down into a discrete point framework. There are many drawbacks in using indirect method for assessing writing. The two main problems are dealing with the selection of grammatical items for testing and methods used to test the selected items. On the other hand, direct method could be seen as an integrative approach in writing. According to Weir 1988, test taker can incorporate items, which test a candidate’s ability to perform certain of the functional tasks required in the performance of duties in the target situation. Three kinds of direct testing are essay tests, controlled writing tasks, and summary. The focus on this research is going to be put on controlled writing tasks since it is dealing with testing not free writing.

The first direct testing approach is essay. Essay is a traditional method for getting students to produce a sample, which expresses their viewpoint on a topic. When composing an answer, students are not usually guided on how they are expected to answer the question, as a result; students could express their opinion and
thought either agreeing or opposing to the given question freely. The big advantage is that a sample of produced writing can be a reference for comparison in the future (Weir 1988, 65). There are several drawbacks to the essay test as well. Since the question is open-ended, student’s ability to answer the question may be limited in terms of background, cultural knowledge, imagination or creativity. The other drawback is that the student may not have any interest in the given topic.

The second direct approach is controlled writing tasks. JMB test questions, which were used in the research, could be used as good examples for controlled writing tasks. Each question asks students to complete different tasks in writing (see section 3.3 Description of the Research Context). The task is more effective when the student is asked to comment on particular trends shown in graph or to compare and contrast one set of pictures with another.

Regarding to question one of the JMB test (see Appendix III), the students are asked to give directions from the hotel to their house to a friend. The question also provides a map of Groome City. The given map is easy to follow. The second part of question 1 asks the student to explain the town in general as well as suggest to his friend a place to stay and choice of career if his friend decides to live in Groome city.

The second question in JMB test (see Appendix III) is asking students to compare and contrast a peninsula of land called Milton. There are two pictures, one is Milton in the 1720’s and the other is Milton in the 1970’s.

The fourth question (see Appendix III) in the test requires the student to explain a mousetrap and how it works. Three given pictures are labeled with some words, which are parts of the trap, to help students in composing their writing.
c) Reading and Matching: The JMB Test, question three (see Appendix III), required students to use both skimming and scanning skills to answer the question since students have to match the picture with the reading paragraph. There are no keywords for them to match. In addition, there are 8 pictures but only 5 types of dam are described in the paragraph. This makes it more difficult for students to guess and match all answers.

Since the objective of the entrance test is to test for students’ readiness to study in an English medium university, where students need to cope not only with English instruction, note taking, and report writing but also the international community, JMB seems to be a potential good candidate as an entrance test for Assumption University. It is because both test content and test format of JMB Test aim at how to use the language in communication. All four questions on JMB Test require the students to show their different abilities in using English for communication. Such abilities are, firstly, they need to understand and follow the instruction carefully in order to compose their writing correctly. Secondly, they need to compose their writing, which has to be well connected to the given map or pictures, by using different techniques such as interpreting, giving opinion, comparing and contrasting, and explaining. In other words, all four components of communicative competence, sociolinguistic competence, discourse competence, grammatical competence, and strategic competence, could be evaluated through JMB Test.
3. Methodology

3.1 Introduction

In this chapter, the subjects involved in the research and the procedure used in the data collection will be discussed. The purpose of collecting data is to find out the possible answer(s) to the research questions.

3.2 Restatement of the Research Questions

This research will be guided by these two research questions:

- How does the AU entrance test fulfill its function as a first process in filtering students’ readiness to study in AU?
- Of the two tests, AU Entrance Test and JMB Test, under consideration, which test offers both content and face validities appropriate to the population targeted?

3.3 Description of the Research Context

The study was done at Assumption University of Thailand based on the data collected from students’ test scores of two tests, the AU Entrance Test year 2008-2009 and a JMB format-type test.
Assumption University Entrance Test

The test used in this research obtained from the Faculty of Arts of Assumption University. This test was also designed to use in the Faculty of Arts of Assumption University only. The test is in multiple-choice format question format. There are 60 questions in the test. The time limit for the test is 60 minutes. The test is divided into two sections.

1. Part I: Grammar: There are 30 questions in this part.
   - This part can be viewed as an adapted cloze test. It is a combination between cloze test and multiple-choice test. Test taker has to fill in the blank of the passage by choosing the answer from the provided choices.
   - The aim of Part I test is to measure test taker’s grammar ability such as tenses, preposition, active and passive voices, direct and indirect speeches, gerunds and infinitives, etc.

2. Part II: Comprehension: There are 30 questions in this part.
   - There are three reading passages in this part. Test taker has to answer ten multiple-choice questions on each passage.
   - The purpose of the questions is to measure test taker’s comprehensible ability and vocabulary knowledge.
   - Each passage is in the general knowledge context such as general geography, world competition, and history.
Joint Matriculation Board Test (JMB Format-Type Test)

The test is in written and reading formats question format. There are four questions in the test. The time limit for the test is 120 minutes. In the actual JMB Test, its aim is to assess five skills areas: writing skill, editing skill, reading skill, listening skill, and speaking skill. Since the focus of this research is to look at students' readiness to study in the English medium university, therefore only writing and reading skills were selected to assess the students' ability.

1. Written part: There are 3 questions in this part. Each question requires descriptive writing of an objective nature.
   - Question 1 (25 marks): Test taker is required to look at the map of Groome City and imagine that he lives in the town that his friend is a stranger to the town. Test taker is assigned to answer questions 1A and 1B
     - Question 1A (10 marks): Test taker is required to give the direction from marked X on the map, hotel, to marked Y on the map, the house of the host. Since the house is in the countryside, where street numbers are not provided, the precise direction must be given as well as the house description.
     - Question 1B: Test taker is required to describe and give supportive ideas of 3 following sub questions. Each sub question is worth 5 marks.
• Describe description of the town.
• Recommend the friend about available job in the town.
• Recommend the friend about a place to stay.

• Question 2 (25 marks): Test taker is required to compare and contrast 2 given pictures of Milton Town from the eighteenth and twentieth centuries respectively. The purpose of this question is to assess test taker’s writing in comparing and contrasting skills.

• Question 4 (25 marks): Test taker needs to explain how a trap for catching small animals works. In this question, some necessary vocabularies about the trap are provided in the pictures. The main purpose of this question is to assess test taker’s writing with the focus on narrating or explaining the pictures.

2. Reading part: There is only one question in this JMB Test.

• Question 3 (25 marks): Test taker is required to read the passage about Dam Types and match five dam types to the 8 provided pictures. If the dam is of a type not described in the passage, write X. The aim of this question is to assess test taker’s reading comprehension.
3.4 Method of Data Collection

Test taking

The subjects involved in this research are 31 freshmen AU students. These students were given two tests, the AU Entrance Test and the JMB Test. After the completion of the AU Entrance Test, students were given instruction for three months, 2 hours a week, in the skills required for the JMB Test. The purpose of giving students’ instruction before taking the JMB Test is not only to help them pass the test but also the supposition is made that the JMB Test has both content and face validities in term of the academic skills required by these students. The training details are discussed in the section 3.6. After the completion of both tests, each test was marked and then the results compared. Confidentiality in terms of students’ participation in the research was maintained by using a coding system rather than names or matriculation numbers.

3.5 Procedure

The procedure of this research is divided into five parts by using proficiency scales, item analysis, analysis of writing, analysis of reading and face validity and content validity.

Proficiency scale is used for analyzing students’ score on each test, the AU Entrance Test and the JMB Test, while item analysis is used for analyzing the difficulty of only the AU Entrance Test itself since the JMB Test is in a written format. An analysis of writings on the JMB Test is based on the sample guidelines taken from Appendix C of JMB Test booklet. While reading analysis, face validity and content validity will be used to analyze how both tests are constructed.
3.5.1 Proficiency Scale

Proficiency scales of each test had to be identified before doing any further analysis. After the proficiency scores had been identified, the students' scores of each test would be used in analyzing, comparing and contrasting. The two areas, writing and reading, would be analyzed in order to assess the results obtained. The table below is the proficiency scale, which is used in the research:

Table 3.5.1.1: Proficiency Scale

<table>
<thead>
<tr>
<th>Level</th>
<th>AU Entrance Test (2008-2009)</th>
<th>JMB Test</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>0% – 66%</td>
<td>0% – 40%</td>
<td>Unsuccessful</td>
</tr>
<tr>
<td>S</td>
<td>67% - 100%</td>
<td>41% - 60%</td>
<td>Successful</td>
</tr>
</tbody>
</table>

There are two bands of proficiency scale because the aim of this research is interested only in the passing and failing score. According to the scoring system of AU, students whose score is higher than 67% or 40 marks out of 60 marks in the entrance test pass the test. These students can directly register for English I class. Those whose score is lower than 66% have to register for Basic English class. As for JMB Test, the test is in writing format and these candidates are currently in the Basic English class, as a result, the passing grade is set at 40%.
3.5.2 Item Analysis

Item analysis is a process, which examines student responses to individual test items (questions) in order to assess the quality of those items and of the test as a whole. Item analysis is especially valuable in improving items which will be used again in later tests, but it also be used to eliminate ambiguous or misleading items in a test.

The intentions of using item analysis in this research are to assess items, which made up AU Entrance Test and to show statistical summarizing the performance of the test as a whole (see Appendix VI). The sample table below shows item analysis of question 1 in AU Entrance test with an explanation of the terms.

**Question 1**

<table>
<thead>
<tr>
<th>Item (Choice number)</th>
<th>Upper Group (UG)</th>
<th>Lower Group (LG)</th>
<th>Difference (UG-LG)</th>
<th>Total (UG+LG)</th>
<th>Difficulty (UG+LG)/20</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>2</td>
<td>-2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>4</td>
<td>-3</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*3</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>12</td>
<td>0.60</td>
<td>MH</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Represents the answer for the particular question

**Explanation of Terms:**

- **Item**

It represents choice number given in the test for the particular question.

- **Upper Group (UG)**

It represents 10 students, out of 31 students, whose score is in the top ten of the group.
- **Lower Group (LG)**

It represents 10 students, out of 31 students, whose scores is the bottom ten of the group.

- **Difference (UG – LG)**

If the number in this column shows negative value, it means that lower group has selected the choice more than the upper group. LG may have higher number of right answer than UG.

- **Total (UG + LG)**

This column presents total number of students, both UG and LG, who picked that particular choice.

- **Difficulty (Total/20)**

This particular column shows difficulty level of the answer. The decimal achieved should always be between 0 and 1.0, where 0 means that no one got the item right answer and 1.0 means that all students got the item correct. In this research, the level of difficulty has been categorized into 3 possible explanations:

<table>
<thead>
<tr>
<th>Level (between 0.0 – 1.0)</th>
<th>Interpretation of the Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0 – 0.33</td>
<td>Hard (H)</td>
</tr>
<tr>
<td>0.34 – 0.66</td>
<td>Medium-Hard (MH)</td>
</tr>
<tr>
<td>0.67 – 1.0</td>
<td>Easy (E)</td>
</tr>
</tbody>
</table>
Data Interpretation:

Interpreting the data of question 1:

<table>
<thead>
<tr>
<th>Item (Choice number)</th>
<th>Upper Group (UG)</th>
<th>Lower Group (LG)</th>
<th>Difference (UG-LG)</th>
<th>Total (UG+LG)</th>
<th>Difficulty (UG+LG)/20</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>2</td>
<td>-2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>4</td>
<td>-3</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*3</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>12</td>
<td>0.60</td>
<td>MH</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Represents the answer for the particular question

The answer of question number 1 is choice 3. There are eight out of ten students in the upper group select the right answer, where four out of ten students in lower group select the right answer. The level of difficulty is 0.60, which means this question is in the medium-hard (MH) range. The possible interpretation for this question is that, it might be fairly easy for students in the upper group because 80% of the group selected the right answer. On the other hand, only 50% of the students in the lower group selected the right answer, which means that this question might be difficult for them.

Interpretation of question 21 with possible distractor:

<table>
<thead>
<tr>
<th>Item (Choice number)</th>
<th>Upper Group (UG)</th>
<th>Lower Group (LG)</th>
<th>Difference (UG-LG)</th>
<th>Total (UG+LG)</th>
<th>Difficulty (UG+LG)/20</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>1</td>
<td>-1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*3</td>
<td>0</td>
<td>1</td>
<td>-1</td>
<td>1</td>
<td>0.05</td>
<td>H</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>8</td>
<td>-1</td>
<td>15</td>
<td></td>
<td>Distractor</td>
</tr>
</tbody>
</table>

* Represents the answer for the particular
Choice number 3 is the right answer for the question. The difficulty level of this question is 0.05, hard (H). From the table, none of the students in the upper group selected the right answer. There is one student in the lower group selected the right answer. The possible explanation is that the student may either have lucky guess or some training on the particular area of knowledge. In term of distractor, choice number 4 is a very good distractor. It is because fifteen students, seven from the upper group and eight from the lower group, selected choice number 4.

3.5.3 Format Used in Analyzing JMB Written Test

Each exam paper, JMB Test, is going to be assessed and categorized simply into successful (S) or unsuccessful (U). The data given below is taken from Appendix C of JMB Test booklet. Test takers are required to write a description of a trap. This not only shows samples of each criterion but is also used as a guideline in assessing test taker’s writing ability. Since JMB Test is used to measure test-taker’s proficiency; therefore, the context of the writing is going to count the most. The concerns will be put on efficient, accurate communication; precision of description or instruction will be of paramount importance and may require accurate use of the determiners ‘this’, ‘that’, ‘there’, and ‘those’. Grammar, punctuation, spelling, and others are important features as well but these will not be the main criteria in assessing the quality of the answer. The students are also required to present an interpretation of the information provided and, in doing so, to select from or extend the material provided.
Successful Level (S): The following 2 samples show the successful level in JMB Test. These samples are taken from JMB Test Booklet.

1. In order to trap a small animal, first of all, let the trap open, you'll see the heavy metal plate at the end of the trap box. Then, put some pieces of baits on the trap door to attract the small animals. As the metal plate is heavy, it keeps the door open and it keeps the see-saw platform as a bridge for the small animal to go through. Once the small animal is attracted the door and finish the pieces of bait, it probably will try to enjoy the bait at the other end of the box. As it walks along the see-saw platform, it adds on weight toward the other end of the platform and leads to a of the platform. The movement of the platform close the door of the trap through the hinge. The small animal is then trapped as you can see through the glass at the other end.
Interpretation of writing number 1:

Writer is able to meet the basic work in terms of narratives and descriptions of a given pictures. Some errors of grammar and spelling do not, however, interfere with comprehension. The writing is well organized and the progression of ideas is well linked. The overall writing is understood by natives and/or successful English users not used to the writing of non-natives.

2. At first a mice may be attracted by pieces of bait at the entrance. After a mice finishes eating them, he will notice another bait inside the box. Then he will try to come inside the box to have it. At the entrance, the platform a mice has to pass is fixed because of a heavy metal plate, so he won't notice this is a trap. Therefore he will try to run the platform to the other end of it to gain the food. But when he passes the middle of the platform, it will rechne to the other side due to the weigh of a mice itself, because the platform is see-saw and the weigh of a mice is heavier then a heavy metal at the entrance. Necessarily the trap door will be closed by a heavy metal plate and he will loose the place to run through.

Interpretation of writing number 2:

The writing shows some errors of grammar, which do not interfere with comprehension. There is also occasionally some spelling mistake, which may be reflected from the spoken language such as the word “rechne” instead of “reach in”. The content of the paragraph is well organized. In general, this piece of writing is comprehensible to natives and/or successful English users not used to the writing of non-natives.

These two samples have shown that these writers can write simple descriptions and narrations of the given pictures although with some inaccuracies and inconsistencies. Vocabulary, grammar, and style of the writing are reflected from the spoken language. They are generally comprehensible paragraphs. Since the purpose of this assessment is to select the candidate to study in the tertiary level in English
speaking country, these samples have shown that these two non-native students have an ability to study in the international environment university in term of writing, taking notes, or composing reports.

Unsuccessful Level (U): These are the 2 samples of U level in JMB Test.

1. When the muse smell a food, the door of the trap and when the muse go inside the box at the first time a the muse can go the door of ther box and eat some food on it that the muse go to the see-saw platform at the first time the platform have one position. One side of platform is on the bottom of box and the of saide the platform can tuch of wall. When the muse acrros the middle of the platform sunt side of the flat dive to the bottom and the other side is go up.

2. Trap works as atrich it has a pieces of Bait and along plat form and we usually put a piecee of anything to eat and abait on the apiecee the platform is feded on the a pivot pin and the platform inside the box. animal usuly smell anything to eat and it trys to get it so it goes up the platform to find the piece of apple or anything then it will press the platform to get inside the trap then the other side of the platform will be closing and it will tray to eat a piece of apple which have put and we usually put some bait on them the bait will catch him and the other side of the will be closeing and it. Cant go out again. because the trap door has closed by the pressing of anima on the platform.

Interpretation of writing number 1 and 2:

Writers show confusion in using the language. Both pieces of writing show errors of grammar and word order. Vocabulary spelling, and punctuation limitations is so extreme as to make comprehension impossible. Ideas may be clear but very difficult to understand connection between them. It is clearly shown that these two candidates are not yet ready to study in the international environment university in term of writing, taking notes, or composing reports. These candidates may need ESL classes or some English foundation courses before joining the actual classes in the university.
3.5.4 Analysis of Reading Test

The aim of reading test is to assess students’ comprehension skill of the given paragraph. Students should be able to scan and skim for particular information as well as intensive reading and applying the information to the solution. Since this is a test of reading not of writing, care will be taken not to create problems for students in the expression of their answers.

3.5.5 Analysis of Content Validity and Face Validity of AU Entrance Test and JMB Test

As mentioned under section 1.2, Rationale, the entrance test has been one way in assessing students’ ability in order to further their study in the tertiary institution. Both AU Entrance Test and JMB Test are used to measure students’ readiness for an international university where English is used as a medium in teaching and studying. These students have to cope not only with studying but with also adjusting themselves to the international environment both academically and socially. Entrance test could be the first tool in assessing candidates’ readiness in studying in international environment. From the stated reasons, entrance test should assess students’ communicative competence rather than aiming only at grammatical ability or academic skill. Bachman (1990: 59) states:

...placement tests are frequently designed to measure students’ language abilities. In designing a test for placement, the test developer may choose to base the test content either on a theory of language proficiency or on the learning objectives of the syllabus to be taken.
One possible factor, which could be used in analyzing entrance test as an assessing tool for students' readiness to study in an international environment is its validity. Validity of the test means how well the test can measure what it is intended to measure. Both content validity and face validity will be used in this research because these two validities are used for analysis the test itself.

**Content Validity**

Content validity concerns the coverage of appropriate and necessary content. It tends to base on professional judgments about the relevance of the test content to the content of a particular domain (Gipps 1995: 58). According to Hughes (2003: 26), a test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc. with which it is meant to be concerned.

In order to judge whether or not a test has content validity, a specification of the skills or structures, etc. that it is meant to cover should be made at a very early stage in test construction. This does not mean that all specifications will always be in the test. It will only provide the test constructor with the basis for making a selection of elements, which need to be in the test. In other words, a comparison of test specification and test content is the basis for judgments as to content validity (Hughes 2003: 27).

Content validity is important for this research because the greater a test's content validity, the test is more likely to be an accurate measure of what it is supposed to measure. It is also likely to have negative backwash effect. There is a major criticism of content validity since the areas that are not tested are generally ignored in teaching and learning. To solve the problem, the full test specification must
be written and test writer has to show that a fair reflection of these specification have been met as well.

**Face Validity**

There are many controversial in using face validity in term of test measurement since face validity is used to investigate appearance of the test whether or not it suits for the purpose of the particular test. According to Lyman (1998: 10), face validity is the least important indication of validity. Many psychologists do not regard this as validity at all, but only as a “practical factor”. Alderson et al. (1995: 172) explains the reasons for seeing face validity as practical factor:

Essentially face validity involves an intuitive judgement about the test’s content by people whose judgement is not necessary ‘expert’. Typically such people include ‘lay’ people – administrators, non-expert users and students. The judgement is usually holistic, referring to the test as a whole, although attention may also be focused upon particular poor items, unclear instructions or unrealistic time limits, as a way of justifying a global judgement about the test.

In other words, face validity is non-statistical way of investigating the test and anyone could use his opinion as a judgement of the test. Face validity only sees the test as a whole but other factors such as items tested, instructions, or time limits are to be seen in order to justify that particular test.

However, there has been increased emphasis on face validity since the advent of communicative language testing (CLT) and many advocates of CLT argue that it is important that a communicative language test should look like something one might do ‘in the real world’ with language (Alderson et al. 1995: 172). Face validity can be seen as an important factor to testing because if test takers consider a test to be face
valid, they are more likely to perform to the best of their ability in the test and to respond appropriately to items. Hughes (2003: 33) mentioned that a test, which does not have face validity, might not be accepted by candidates, teachers, education authorities or employers. The candidates might conclude that the test does not truly reflect their ability.

3.6 Training Sessions before Taking JMB Test

The purpose of the training before taking the JMB Test is that most students are not familiar with JMB format-type test, whereas they are familiar with skills needed for AU Entrance Test. The AU Entrance Test format is in the standard format used in Thailand, multiple-choice and cloze formats, therefore the students are already familiar with this type of test.

During training, students were given practice for a three-month period, two hours a week. Eight activities (see Appendix I) were given during the training. Students were required to produce writing based on the pictures and other forms of data provided as well as reading and matching for comprehension. This mainly involved transferring from non-verbal to verbal or vice-versa. Practicing of oral skill was sometimes added into some sessions as well. These skills are needed for academic purposes in studying in an English medium university.

The first exercise was designed to teach students how to give directions from one place to another. Students were required to read the given map before composing the writing paragraph. Necessary terms about directions were also taught. The practice sessions focused on both written skill and oral skill. After that, they were required to draw their own map and exchanged the outcomes with other students.
The aim of the second exercise was to allow the students to present an interpretation of the information provided. Students were required to tell a story why the woman in the picture was laughing. The background in the picture could help students in their composing. Students were shown on how to elaborate their thought, imagination, and opinions.

The third exercise was dealing with comparing and contrasting based on the given picture. Firstly, students were introduced with definitions of terms, comparing and contrasting. Secondly, students were required to complete comparing and contrasting chart. Lastly, they had to produce a text based on the chart.

The fourth and fifth exercises were reading comprehension. They were required to complete the stories by matching the given paragraphs to the pictures. By doing so, students needed to use skimming, scanning, and intensive skills to complete the tasks.

The sixth and seventh exercises were composing paragraphs with the focus on explaining the pictures. In the sixth exercise, students were required to write about the tallest building in Thailand, Bai-Yok Tower, and Rama VIII Bridge. The reason for using these two establishments was because students were familiar with them and may have more ideas in writing about them.

The last exercise was designed for students to be able to explain how to install a skateboard. The necessary words were given to help students in composing their writing. This exercise allowed these students to be able to write process paragraphs in installing or explaining how things around them work.
4 Data Analysis and Discussion

4.1 Introduction

This chapter presents the findings of the data collected through test taking of AU Entrance Test and JMB Test. The findings will be used to answer the research questions as follow.

The first question of the research is:

• How does the AU entrance test fulfill its function as a first process in filtering students’ readiness to study in AU?

To answer the question, the scores of AU Entrance Test are going to be analyzed. Firstly, in section 4.3, an analysis of discrete point exam and multiple-choice formats will be discussed in term of advantages and disadvantages. Secondly, to assess the answer, item analysis of the AU Entrance Test questions is going to be used in analysis as well.

The second question of the research is:

• Of the two tests under consideration, which test offers both content and face validities appropriate to the population targeted?

To answer the question, an analysis of both tests in section 4.8 will be discussed in terms of content validity and face validity.
4.2 AU Entrance Test Results

The test is divided into two sections, grammar and reading comprehension. The following data is obtained from AU Entrance Test.

Table 4.2.1: AU Entrance Test Results

<table>
<thead>
<tr>
<th>No</th>
<th>Candidates</th>
<th>Grammar (30 marks)</th>
<th>Comprehension (30 marks)</th>
<th>Total Marks (60 marks)</th>
<th>Successful (S)/Unsuccessful (U)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C1</td>
<td>11</td>
<td>12</td>
<td>23</td>
<td>U</td>
</tr>
<tr>
<td>2</td>
<td>C2</td>
<td>6</td>
<td>9</td>
<td>15</td>
<td>U</td>
</tr>
<tr>
<td>3</td>
<td>C3</td>
<td>4</td>
<td>12</td>
<td>16</td>
<td>U</td>
</tr>
<tr>
<td>4</td>
<td>C4</td>
<td>9</td>
<td>11</td>
<td>20</td>
<td>U</td>
</tr>
<tr>
<td>5</td>
<td>C5</td>
<td>9</td>
<td>12</td>
<td>21</td>
<td>U</td>
</tr>
<tr>
<td>6</td>
<td>C6</td>
<td>10</td>
<td>13</td>
<td>23</td>
<td>U</td>
</tr>
<tr>
<td>7</td>
<td>C7</td>
<td>9</td>
<td>11</td>
<td>20</td>
<td>U</td>
</tr>
<tr>
<td>8</td>
<td>C8</td>
<td>10</td>
<td>17</td>
<td>27</td>
<td>U</td>
</tr>
<tr>
<td>9</td>
<td>C9</td>
<td>16</td>
<td>14</td>
<td>30</td>
<td>U</td>
</tr>
<tr>
<td>10</td>
<td>C10</td>
<td>14</td>
<td>23</td>
<td>37</td>
<td>U</td>
</tr>
<tr>
<td>11</td>
<td>C11</td>
<td>12</td>
<td>15</td>
<td>27</td>
<td>U</td>
</tr>
<tr>
<td>12</td>
<td>C12</td>
<td>9</td>
<td>15</td>
<td>24</td>
<td>U</td>
</tr>
<tr>
<td>13</td>
<td>C13</td>
<td>20</td>
<td>22</td>
<td>42</td>
<td>S</td>
</tr>
<tr>
<td>14</td>
<td>C14</td>
<td>14</td>
<td>15</td>
<td>29</td>
<td>U</td>
</tr>
<tr>
<td>15</td>
<td>C15</td>
<td>12</td>
<td>8</td>
<td>20</td>
<td>U</td>
</tr>
<tr>
<td>16</td>
<td>C16</td>
<td>12</td>
<td>11</td>
<td>23</td>
<td>U</td>
</tr>
<tr>
<td>17</td>
<td>C17</td>
<td>9</td>
<td>13</td>
<td>22</td>
<td>U</td>
</tr>
</tbody>
</table>
From Table 4.2.1, the lowest score is 14 and the highest score is 42 out of possible 60 marks. As the passing mark is 40, only 1 student or 3% out of 31 students passed the exam. Most students tended to have a higher score in the Comprehension section rather than on the Grammar section.

The following two tables show the summary of the data. Table 4.2.2 shows the number of candidates, who pass or fail on each part while Table 4.2.3 shows the number of passing and failing students of the whole AU Entrance Test.
Table 4.2.2 shows the number of candidates, who pass and fail on each part of AU Entrance test. The passing grade of each part is 20 marks or 67% because each part is worth 30 marks.

Table 4.2.2: Summary of Passing and Failing Candidates in Each Part of AU Entrance Test

<table>
<thead>
<tr>
<th>Part</th>
<th>Total Number of Successful Candidates</th>
<th>Total Number of Unsuccessful Candidates</th>
<th>Total Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1 (3.23%)</td>
<td>30 (96.77%)</td>
<td>31</td>
</tr>
<tr>
<td>II</td>
<td>2 (6.45%)</td>
<td>29 (93.55%)</td>
<td>31</td>
</tr>
</tbody>
</table>

In the closer examination of the above data, part II, comprehension, has the higher number of passing students, 2 students or 6.45%.

Table 4.2.3 shows the number of candidates in passing or failing the test as a whole with the passing point of 40 marks.

The proficiency scale below shows the AU Entrance Test score in percentage and in term of S (Successful) and U (Unsuccessful).
Table 4.2.3: Proficiency Scale of AU Entrance Test, which shows the number of passing and failing candidates of the whole AU Entrance test.

<table>
<thead>
<tr>
<th>Level</th>
<th>AU Entrance Test Out of 60 marks</th>
<th>Number of Student (%)</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>0% – 65% (0 – 39 mark)</td>
<td>30 (97%)</td>
<td>Unsuccessful</td>
</tr>
<tr>
<td>S</td>
<td>66% - 100% (40 – 60 mark)</td>
<td>1 (3%)</td>
<td>Successful</td>
</tr>
</tbody>
</table>

4.3 Analysis of AU Entrance Test

4.3.1 Analysis of Discrete Point Test

Discrete point test is usually used to measure the small bits and pieces of a language, as in a multiple-choice test made up of questions constructed to measure students’ knowledge of different structures. For example, the test can be written to measure whether the students know that distinction between a and an in English.

There are many criticisms in using discrete point test in assessing students’ proficiency in using the language especially in the placement test. The first criticism is that discrete testing does not measure real world language use. The second point is that the test may produce negative washback because it may give the mistaken idea
that language is made up of individual and independent parts that can be learned separately. The last criticism is that the presence of distractors may give mistaken use of the language.

AU Entrance Test questions 22 and 23 will be used to illustrate the above criticisms with item analysis tables of each question. These questions are meant to ask for the use of preposition with the words “accuse and jealous”. The question are as followed:

She had been accused (22) ___ murdering her husband in the eighteenth century because she had been jealous (23) ___ him.

22. 1. that 2. of
3. for 4. while

23. 1. of 2. by
3. to 4. for

Item analysis of question 22

<table>
<thead>
<tr>
<th>Item (Choice number)</th>
<th>Upper Group (UG)</th>
<th>Lower Group (LG)</th>
<th>Difference (UG - LG)</th>
<th>Total (UG + LG)</th>
<th>Difficulty (UG + LG) / 20</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>4</td>
<td>-3</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>0.25</td>
<td>H</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>7</td>
<td></td>
<td>Distractor</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Represents the answer for the particular question

From an analysis through test item approach, distractor for question 22 is choice number 3. Out of 20 students of both lower group and higher group, 7 students
or 30 percents chose number 3 as their answer in question 22 and the level of difficulty in this question is 0.25 where 0 presents the hardest and 1 presents the easiest level of difficulty.

Item analysis of question 23

<table>
<thead>
<tr>
<th>Item (Choice number)</th>
<th>Upper Group (UG)</th>
<th>Lower Group (LG)</th>
<th>Difference (UG-LG)</th>
<th>Total (UG + LG)</th>
<th>Difficulty (UG + LG)/20</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>*1</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>0.25</td>
<td>H</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td></td>
<td>Distractor</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>5</td>
<td>-4</td>
<td>6</td>
<td></td>
<td>Distractor</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>2</td>
<td>-1</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Represents the answer for the particular question

As for question 23, distractors are choices number 2 and 3. Twelve students or 60 percents chose these distractors. Only five students, four or 40% from the higher group and one student or 10% from the lower group, chose answer 1, which is the correct answer.

Prepositions are difficult to learn unless through memorization or repeated use. Students might choose the answer, which reflects their mother tongue and subconsciously think that it is the right answer.

4.3.2 Analysis of Multiple-Choice Question (MCQ) Format

There are many advantages and disadvantages in using MCQ format on the test. Marking process is the major advantage of using MCQ format because judgments are not needed when marking.
However, there are drawbacks associated with the use of MCQ. The clear drawback is that MCQ format encourages the students to guess the correct answer. Trained students may probably eliminate wrong answers easily. AU Entrance Test question number 31 will be used to illustrate the point,

31. Active volcanoes can erupt at any time and they shoot out a material called [ ]

1. calcium 2. phosphorus 3. potassium 4. magma

From the reading passage (see Appendix II), student could guess the answer for this question easily by matching the word “shoot out” to the given passage. The only word, out of four choices, which is closest to “shoot out”, is “magma”. In other words, they were applying scanning skill to get the answer. The table below shows the difficulty level of this question as well as the number of students who get the right answer.

<table>
<thead>
<tr>
<th>Item (choice number)</th>
<th>Upper Group (UG)</th>
<th>Lower Group (LG)</th>
<th>Difference (UG-LG)</th>
<th>Total (UG + LG)</th>
<th>Difficulty (UG + LG)/20</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>1</td>
<td>-1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>1</td>
<td>-1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>1</td>
<td>-1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>7</td>
<td>3</td>
<td>17</td>
<td>0.85</td>
<td>E</td>
</tr>
</tbody>
</table>

* represents the answer for the particular question
According to item analysis, the difficulty level of this question is 0.85, a relatively easy level. Seventeen out of twenty students, ten students from the upper group or 100% and seven from the lower group or 70%, could pick the right answer.

4.3.3 Analysis of Reading Test

The aim of reading test is to assess student’s comprehension level of the given paragraphs. Trained students could sometimes easily find the answer though the skills such as skimming or scanning.

Question 34 of AU Entrance Test illustrates this point:
I. and 2. being 3. but 4. having

25. 1. like 2. after 3. with 4. for

26. 1. mean 2. be 3. have 4. uncomfortable

27. 1. with 2. for 3. as 4. in

28. 1. about 2. towards 3. round 4. through

29. 1. wanted 2. imagined 3. pretended 4. supposed

30. 1. quickly 2. then 3. well 4. though

Part II: Reading Comprehension

Questions 31-40:

There are about 550 active volcanoes on earth and 500 million people who live close to them. The word volcano comes from the Roman God, Vulcan. The first recorded eruption was at Vesuvius in AD 79. It buried the Roman towns of Pompeii and Herculaneum, killing 16,000 people. The 1815 eruption at Tambora in Indonesia lowered the temperature of the entire planet for months. Snow fell in the United States the following summer.

Yet volcanoes are vital to the continuing existence of planet Earth. They provide the lifeblood which keeps the planet alive. Our blood carries nutrients around our body. Volcanoes do the same thing. The material which shoots out during a volcanic explosion is called magma. Magma contains the major elements required for plant growth: phosphorus, potassium and calcium, for example. If it shoots out as lava, it may take decades or centuries before the nutrients benefit the soil. On the other hand, if it shoots out as ash, the fertilizing process can start within months.

It is therefore no surprise that Java in Indonesia, which has more volcanoes than anywhere else on earth, is also one of the most fertile areas of the planet. What other benefits do volcanoes give us? Underground water heats almost all the houses in Iceland. In New Zealand, it provides 7% of the country’s electric power.

31. Active volcanoes can erupt at any time and they shoot out a material called
   1. calcium 2. phosphorus 3. potassium 4. magma

34. If magma shoots out as _______, the fertilizing process can start within months.
   1. lava 2. soil 3. ash 4. water
According to the paragraph, the correct answer is 3. "ash". The question directly derives from the reading paragraph, which only the word "ash" is deleted. Student could easily scan for the recognizable words, such as shoot out or fertilizing process, in the sentence to find the correct answer.

According to item analysis, this question belongs to the medium hard category. Item analysis table for question 34 is as followed:

<table>
<thead>
<tr>
<th>Item</th>
<th>Upper Group (UG)</th>
<th>Lower Group (LG)</th>
<th>Difference (UG - LG)</th>
<th>Total (UG + LG)</th>
<th>Difficulty (UG + LG)/20</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>5</td>
<td>-3</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>4</td>
<td>-3</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*3</td>
<td>7</td>
<td>1</td>
<td>6</td>
<td>8</td>
<td>0.40</td>
<td>MH</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Represents the answer for the particular question

It is obvious that item 1 is the distractor for this question but from looking at the given text, it could be from a careless mistake of the students. From the given reading text the last 2 lines of the third paragraph, there are two sentences, which similar to the question. If the student is careless, they might choose item 1 as their answer. The student who reads carefully would chose item 3, which is the right answer.
4.3.4 Analysis of Content Validity and Face Validity Appropriated of AU Entrance Test

Content Validity

For AU Entrance test, the first part is an adapted cloze test (see Appendix II). It is obvious that the content of the test aims at measuring only grammatical competence of each candidate. The content of the questions in this part has shown little or no reflection in presentation of how language is used in real life situation. If the candidates have training on grammatical rules of English, the right answer can be picked easily. Especially the questions number 16 to 30 of part I on the test (see Appendix II), most questions are dealing with the use of preposition in multi-word verbs. With the proper training, these multi-word verbs could be recognizable easily without having to understand the context of the paragraph.

The second part of AU Entrance test (see Appendix II) is comprehension. The aims of this part are to measure candidate’s comprehension skill as well as vocabulary knowledge. The content of the reading paragraph may come from the authentic material but this is not likely. The questions also come in the MCQ format, which allows candidate to guess for the answer rather than expressing their understanding toward the reading paragraphs. Trained candidate could select the right answer easily by using scanning and skimming skills.

Face Validity

On AU Entrance Test (see Appendix II), at first glance of the multiple choice format tests, it looks like an ordinary grammar test, which consists of grammar, reading
comprehension, and vocabulary. There is little or no reflection in presentation of how language is used in real life situations.

The first part is adapted cloze test (see Appendix II). By looking at the short passage, questions and choices, test taker could easily tell that this part means to test for grammar ability. If the focus of the test is to assess grammar ability, then this test might be a good candidate for the job.

The second part (see Appendix II) contains many short passages and questions, which are in multiple-choice format. Students were required to read the given short passages before choosing the right answer. From the standpoint of face validity, test taker could understand that this part was constructed with an aim to measure students' comprehension skill. Unfortunately, the test was designed in multiple-choice format; therefore, students may pick the answer without having to understand the content of the provided passages.

4.4 JMB Test Results

The JMB Test is in written question format. There are four questions in the test. The time limit for 31 candidates is 120 minutes. The test is divided into two sections, writing and reading comprehension. Question 1, 2 and 4, require students to explain, compare, contrast, and giving their idea about given pictures or topics while question 3 requires students to read the paragraph and match with the pictures. Each question is worth 25 points. The following data is obtained from JMB Test.
Table 4.4.1: JMB Test Results

<table>
<thead>
<tr>
<th>No</th>
<th>Candidates</th>
<th>Q1 (25 marks)</th>
<th>Q2 (25 marks)</th>
<th>Q3 (25 marks)</th>
<th>Q4 (25 marks)</th>
<th>Total Marks (100 marks)</th>
<th>Successful (S)/ Unsuccessful (U)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C1</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>10</td>
<td>U</td>
</tr>
<tr>
<td>2</td>
<td>C2</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>10</td>
<td>U</td>
</tr>
<tr>
<td>3</td>
<td>C3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>U</td>
</tr>
<tr>
<td>4</td>
<td>C4</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>U</td>
</tr>
<tr>
<td>5</td>
<td>C5</td>
<td>5</td>
<td>5</td>
<td>15</td>
<td>8</td>
<td>33</td>
<td>U</td>
</tr>
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<td>6</td>
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<td>33</td>
<td>U</td>
</tr>
<tr>
<td>8</td>
<td>C8</td>
<td>8</td>
<td>10</td>
<td>10</td>
<td>8</td>
<td>36</td>
<td>U</td>
</tr>
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<td>C9</td>
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<td>0</td>
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<td>51</td>
<td>S</td>
</tr>
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<td>C10</td>
<td>16</td>
<td>18</td>
<td>0</td>
<td>16</td>
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<td>S</td>
</tr>
<tr>
<td>11</td>
<td>C11</td>
<td>14</td>
<td>13</td>
<td>5</td>
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<tr>
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<td>15</td>
<td>5</td>
<td>10</td>
<td>43</td>
<td>S</td>
</tr>
<tr>
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<td>C13</td>
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<td>0</td>
<td>8</td>
<td>37</td>
<td>U</td>
</tr>
<tr>
<td>14</td>
<td>C14</td>
<td>4</td>
<td>3</td>
<td>15</td>
<td>3</td>
<td>25</td>
<td>U</td>
</tr>
<tr>
<td>15</td>
<td>C15</td>
<td>6</td>
<td>8</td>
<td>5</td>
<td>8</td>
<td>27</td>
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<td>C16</td>
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<td>0</td>
<td>8</td>
<td>31</td>
<td>U</td>
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<tr>
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<td>C17</td>
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<td>5</td>
<td>6</td>
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<td>C18</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>10</td>
<td>U</td>
</tr>
<tr>
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<td>5</td>
<td>0</td>
<td>3</td>
<td>12</td>
<td>U</td>
</tr>
<tr>
<td>20</td>
<td>C20</td>
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<td>1</td>
<td>5</td>
<td>3</td>
<td>14</td>
<td>U</td>
</tr>
<tr>
<td>21</td>
<td>C21</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>16</td>
<td>U</td>
</tr>
</tbody>
</table>
As mentioned in section 3.5.1 Proficiency Scale, the researcher is only interested in passing and failing score; as a result, the passing grade for JMB Test is set at 40%.

The following two tables show the summary of the data by Table 4.4.2 shows the amount of candidate who passes or fails on each question while Table 4.4.3 shows the amount of candidate who passes or fails the whole test.

Table 4.4.2 shows the number of candidate, who passed and failed on each question of JMB test. Since the passing grade is 40% and each question is worth 25 marks, as a result, the passing mark for each question is 10. This is passing grade established by the JMB exam board in the UK (McEldowney 1974).
Table 4.4.2: Summary of Passing and Failing Candidates in Each Question

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Total Number of Successful Candidates</th>
<th>Total Number of Unsuccessful Candidates</th>
<th>Total Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9 (29.03%)</td>
<td>22 (70.97%)</td>
<td>31</td>
</tr>
<tr>
<td>2</td>
<td>9 (29.03%)</td>
<td>22 (70.97%)</td>
<td>31</td>
</tr>
<tr>
<td>3</td>
<td>9 (29.03%)</td>
<td>22 (70.97%)</td>
<td>31</td>
</tr>
<tr>
<td>4</td>
<td>5 (16.13%)</td>
<td>26 (83.87%)</td>
<td>31</td>
</tr>
</tbody>
</table>

In a closer examination of the above data, question number 4, explaining the picture of a mousetrap, has the highest number of failing students, 26 students or 83.87%. The other three questions have the same number of passing and failing student, which are respectively 9 or 29.03% and 22 or 70.97%.

Table 4.4.3 shows the total number of candidate in passing or failing the test as a whole. With the passing point of 40%, as a result, candidate, who earns the total mark of 40 or more on the 100 possible marks is considered as pass.

Table 4.4.3: Proficiency Scale of JMB Test, which shows the number of passing and failing candidates of the whole JMB test.

<table>
<thead>
<tr>
<th>Level</th>
<th>JMB Test Out of 100 marks</th>
<th>Number of Student (%)</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>0% – 40%</td>
<td>27 (87%)</td>
<td>Unsuccessful</td>
</tr>
<tr>
<td>S</td>
<td>41% – 60%</td>
<td>4 (13%)</td>
<td>Successful</td>
</tr>
</tbody>
</table>
The above table shows that only four students or 13% pass the test and 27 students or 87% fail the JMB test. This has indicated that 87% of the students in the group need an extended training in exercising and combining the grammatical knowledge with imagination, experience, thoughts, and opinion to use in the writing and real-life.

4.5 Analysis of JMB Test

4.5.1 Analysis of Written Test

The four pieces of writing in section 3.5.2 Format Used in Analyzing JMB Test in chapter 3 will be used as a guideline in assessing all 31 writing pieces. Six students’ writing samples from JMB Test will be used to analyze for task-based approach. Three samples represent successful (S) writing level and the others represent unsuccessful (U) level. The guideline for assessing students’ writing obtained from Appendix C of JMB Test booklet. Samples, which obtained from Appendix C of JMB Test booklet, can be viewed in section 3.6 Writing Evaluation.

Successful Level (S): The following 3 samples show students’ writing in the successful level.
When a mouse get into a trap because there are many pieces of bait that make a mouse get in it. When the mouse has walk pass through the pivot pin point, the pivot pin start working that when mouse has stay on the see-saw platform the see-saw platform has fell down because of mouse weight. Then the heavy iron plate is working too, it works like a door that when a mouse go to the see-saw platform and it fell down, the heavy iron plate goes up and closed it. The heavy iron plate makes the trap close, so it makes a mouse can’t get out from it.

There are basic errors in grammar, punctuation, and spelling in the paragraph. This writing may reflect from writer’s mother tongue in terms of grammar because inferring of verbs in Thai language is not required when referring to time differences in the context. The flow of the content is quite clear. It can be said that the writing is basically understandable but with some grammatical and lexical problems. This candidate may take extra writing class before starting the regular courses.
This trap is consists of pieces of bait, hinge, heavy metal plate, pivot pin, see-saw platform, removable end made of glass or clear plastic and bait consisting of apples and fresh meat. The process of catching a mouse is very easy. Firstly, mouse smells apples and fresh meat. Secondly, the mouse enter to trap and walk on the see-saw platform. Thirdly, the mouse reach to end of see-saw platform and trap is closed. This trap's shape is square and have a lot of holes and pieces of bait.

This piece of writing shows steps on how the trap works, which researcher had taught this before in the classroom. There are some errors in grammar and spelling, which do not interfere with comprehension. The use of vocabulary is appropriate to the context. Content is well-organized and easy to follow. Overall, this writing is comprehensible.
This piece of writing contains errors in grammar, spelling, and capitalization. Occasionally uses inappropriate terms. The limited usage of terms may come from inadequate vocabulary. The candidate shows an attempt to connect the content by using words such as first, second, etc. Re-reading is necessary for comprehension.
Unsuccessful Level (U): The following 3 samples show students' writing at an unsuccessful level.

Writing of candidate: C3

The trap open of rat walk to Pieces of bait. The rat walk to Bait consisting of apples and fresh meat. The Pieces of bait of hinge and heavy metal plate. The rat walk to pivot pin and trap closed. The see see platform and rat walk to Pieces of bait under see heavy metal plate and hinge have make Trap closed. The rat walk to pivot pin. Trap closed and rat in box.

This example shows basic errors in grammar, punctuation, capitalization, and word choice. The reader often has to rely on his interpretation to understand. Basically, the writing almost makes it impossible to understand if there was no pictures associate with it. There is virtually no punctuation. This may reflect from candidate's mother tongue. The candidate uses vocabulary items inappropriately. The writing shows little or no attempt at connectivity between sentences and paragraphs.
This candidate shows limited knowledge of English writing skills. The errors of grammar rules are too frequent. The writer seems to understand the pictures but could not translate this verbally. Generally, the passage is comprehensible in an almost telegraphic way. However, the paragraph lacks of organization, capitalization, and several features of continuous writing.
This piece of writing is greatly influenced by the Thai language. The writer basically has translated each word directly from the mother tongue. It shows that the writer understands the pictures in the question but the writing is quite limited in both grammar and lexis. The writer has little mastery of sentence construction in English.
4.5.2 Analysis of Reading Test

In JMB reading test, test takers need to complete question 3 by first reading the given passages and then match each passage to the provided pictures. From the below data, there are five passages and eight pictures; as a result, there is a minimal chance of guessing the right answer.

**Question 3**

Read the passage Dam Types and answer question.

**Dam Types**

1. The sources of water today are much the same as they were thousands of years ago. We still rely mainly on rivers, lakes, springs and wells but now we exploit them more extensively. We have increased the storage of natural lakes by building dams and have created new reservoirs by using dams to impound water in river valleys. Several factors have to be considered before deciding what type of dam to build and where to build it. They must be strong enough to resist the great pressure of the water that builds up behind them to form the lake upstream of the dam.

2. In places where the underlying rock can withstand an enormous weight, an A class dam can be constructed. Such dams are made of concrete or masonry. Built in a straight line across a water course they resist pressure by weight alone.

3. In the few sites where there is a narrow gorge with strong walls, a curved concrete wall can be built across the river so that the force of the water is transferred to the cliff sides. This B class dam relies on its shape for its stability rather than its weight. It contains much less concrete than an A class dam and is cheaper to construct. A B class dam is much thinner than an A class dam and has basically perpendicular sides spreading a little at the base. In the case of an A class dam, however, though the profile of the upstream face is similar to the B class dam, the downstream face is built with a steep slope.

4. Sometimes, as in the case of the Hoover Dam in the United States, an AB class dam is constructed. As its label implies, it combines features of the A and B class dams and uses both the shape of an arch and weight for stability. It appears as a curved version of an A class dam.

5. In a wide valley, what is basically a modification of a B class dam may be built. It usually consists of a series of short arches supported by buttresses jutting out into the water on the downstream side. The arches slope at an angle of about 45° on the upstream face so that water bears down on the dam and helps to give it stability. Sometimes flat slabs of reinforced concrete are used instead of arches. This latter type represents a BX class dam and the multiple arch type is BY.

5.1 Classify the dams shown in the following diagrams. Write one of the symbols A, B, AB, BX, BY in the top right-hand corner of each diagram. If the dam is of a type not described in the passage write X.

Note that the arrows on the diagram indicate the direction of the water flow.
Question 3 required test takers to use both skimming and scanning skills to answer the question since students have to match the picture with the reading paragraph. There are no keywords for them to match. In addition, there are 8 pictures but only 5 types of dams are described in the paragraph. This makes it more difficult for students to guess and match all the answers. From the JMB Test result (see Table 4.4: JMB Test Results), the majority of students could not perform this reading task very satisfactoring. The lowest score is 0 and the highest is 15 out of 25 possible marks. There are some students, candidate C5, C14, C24, C27, C28, and C30, who scored 15 marks but they could not do well in the other 3 questions. One possible explanation is that these students might have an ability to transfer from verbal to nonverbal.

Even though a reading test can be constructed easily, it may not be a good test. The reason is because it may not measure what test developer wants to measure. Still, the test of reading ability could not be omitted in the entrance test since it is the only indication, which shows how well test takers could comprehend the reading passage. On grounds of validity, test developer should try to test all skills that are involved in reading and are relevant to the test purpose.

4.5.3 Analysis of Content Validity and Face Validity Appropriated of JMB Test

Content Validity

Most integrative tests, JMB Test, tend to be direct tests. It is because it requires the candidate to combine many language elements in the completion of tasks such as writing composition, making notes, narrating the pictures, taking dictation, etc. By contrast, discrete point test aims to test only one element at a time and item by item.
Why is integrative direct testing a suitable choice for analyzing content validity? Firstly, direct testing requires the candidate to perform precisely the skill that test developer wishes to measure. According to the meaning of content validity, direct testing seems to be the right choice for the job. Secondly, the tasks and texts that are used should be as authentic as possible. In communicative competence, the use of authentic materials could possibly be a good choice to measure students’ competence in using the language. There are also a number of advantages of using direct testing. First of all, direct testing identifies what ability the test want to assess. It is relatively straightforward to create the test, which elicit the behavior on which to base the judgment. Second, the assessment and interpretation of each candidate is also straightforward. Last of all, since the test only focuses on the learning materials, as a result, there is likely to promote positive backwash.

The following paragraphs show an analysis of content validity on JMB test.
The first question on JMB test,

**Question 1**

Look at the map of Groome below. Imagine that you live in this town and that your friend is a stranger to the town. He is coming to stay in the hotel (marked X on the map) while he looks for a job and somewhere to live.

1A You have invited your friend to your house for dinner on his first evening in town which will be during the following week. Tell him how to get from the hotel (marked X on the map) to your house (marked Y on the map) by car. Your house is in the country where there are no street numbers so you will have to tell him exactly what the house looks like and its exact location.

1B Use the map to help you describe the town to him telling him about the hotel, what sorts of jobs are available and the best place to find somewhere to live.
Each candidate needs to interpret authentic material, which is a map, in writing. The skills, which test developer wishes to measure, are ability in explaining and giving direction, map reading, interpreting the map, as well as giving opinion. The content of the question is divided into two parts, each requiring instructional writing of the given authentic material. The preferred answers do not concern only the right usage of grammatical rules but also efficiency and accurately of communication, which reflect through candidate's background. From the Table 4.4.2: Summary of passing and failing candidate in each question, it shows that 9 students or 29.03% of a total of 31 students passed this question.

The second question is asking the candidate to compare and contrast two figures of the area known as Millton.

2A Compare and contrast Millton in the eighteenth and twentieth centuries.
Even though the given map is not from an authentic source, the content does show information, which can be found on a real map. The candidate should be able to compare and contrast, show cause and effect relationships, make hypotheses, and produce other patterns of discourse, which are related to the question. From the Table 4.4.2: Summary of passing and failing candidate in each question, it shows that 22 students or 70.97% of a total of 31 students failed the question.

The third question is reading (see Appendix III). Candidates need to match the given descriptive sentences to the pictures. Candidates are required to carry out tasks, which reflect the way in which they need to use written text in their studies. They should be able to skim and scan for particular information, extract, and apply information to the given pictures. From Table 4.4.2: Summary of passing and failing candidate in each question, it shows that 22 students or 70.97% of a total of 31 students failed the question.

The last question, candidates need to explain how the mousetrap works (see Appendix III). Given all the necessary information in graphic, with vocabulary provided as appropriate, candidates are required to write clear and precise information for the mousetrap. The answer may involve a description of a process and procedure in trapping a mouse, or the writing of instructions for carrying out a simple technical task. From the Table 4.4.2: Summary of passing and failing candidate in each question, it shows that 5 students or 16.13% of a total of 31 students failed the question.

In JMB test, the content of each question is quite straightforward. In other words, the test questions are more likely to be an accurate measurement of skills needed in studying in the tertiary level.
Face Validity

The following paragraphs show an analysis of face validity on JMB test.

Question one on JMB test (see Appendix III) requires the candidate to read the map for the purpose of describing the town and interpreting messages from the given map. Reading map is one of the important skills in communication in the real world. In term of face validity, this given map seems to be practical for describing the map and interpreting one’s idea into writing. Even though the real map can be more complicated, this map does show information, which can be found on the real map.

The second question (see Appendix III) requires the candidate to compare and contrast the same town but in different years. In real life, we always have to compare and contrast many things when there are choices to choose from. By looking at the question, both pictures could be good representatives for assessing compare and contrast ability. It is because there are obvious differences, which can be seen easily. Test takers do not need to take a lot of time in completing this question.

Question number three (see Appendix III) is asking candidates to match pictures with given instruction. Not concentrating with the result, this question shows face validity. It is because the aim of this question is to test reading comprehension and vocabulary knowledge. The question shows reading passages and pictures, which are very important elements for assessing reading comprehension.

As for question number four (see Appendix III), the aim of this question is to test for organization of ideas and sequence writing. From looking at the given pictures, this question could be a good candidate for describing test taker’s sequence writing ability. It is because the pictures show step-by-step how to catch small animals.
4.7 Comparison between AU Entrance Test and JMB Test

Since the content and objective on both tests, AU Entrance test and JMB test, are clearly distinctive, as a result, the calculated data shows the possibility of each candidate in getting the right answer on each test rather than how many percent they get from each test, see table 4.7.1 Possibility of a Candidate in Getting the Right Answer from Both Tests; AU Entrance Test and JMB Test.
Table 4.7.1: Possibility of a Candidate in Getting the Right Answer from Both Tests; AU Entrance Test and JMB Test

<table>
<thead>
<tr>
<th>No</th>
<th>Candidates</th>
<th>AU Entrance Test [Score (percentages)]</th>
<th>JMB Test [Score (percentages)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C1</td>
<td>23 (38.33%)</td>
<td>10 (10.00%)</td>
</tr>
<tr>
<td>2</td>
<td>C2</td>
<td>15 (25.00%)</td>
<td>10 (10.00%)</td>
</tr>
<tr>
<td>3</td>
<td>C3</td>
<td>16 (26.67%)</td>
<td>6 (6.00%)</td>
</tr>
<tr>
<td>4</td>
<td>C4</td>
<td>20 (33.33%)</td>
<td>6 (6.00%)</td>
</tr>
<tr>
<td>5</td>
<td>C5</td>
<td>21 (35.00%)</td>
<td>33 (33.00%)</td>
</tr>
<tr>
<td>6</td>
<td>C6</td>
<td>23(38.33%)</td>
<td>36 (36.00%)</td>
</tr>
<tr>
<td>7</td>
<td>C7</td>
<td>20 (33.33%)</td>
<td>33 (33.00%)</td>
</tr>
<tr>
<td>8</td>
<td>C8</td>
<td>27 (45.00%)</td>
<td>36 (36.00%)</td>
</tr>
<tr>
<td>9</td>
<td>C9</td>
<td>30 (50.00%)</td>
<td>51 (51.00%)</td>
</tr>
<tr>
<td>10</td>
<td>C10</td>
<td>37 (61.67%)</td>
<td>50 (50.00%)</td>
</tr>
<tr>
<td>11</td>
<td>C11</td>
<td>25 (41.67%)</td>
<td>45 (45.00%)</td>
</tr>
<tr>
<td>12</td>
<td>C12</td>
<td>24 (40.00%)</td>
<td>43 (43.00%)</td>
</tr>
<tr>
<td>13</td>
<td>C13</td>
<td>42 (70.00%)</td>
<td>37 (37.00%)</td>
</tr>
<tr>
<td>14</td>
<td>C14</td>
<td>29 (48.33%)</td>
<td>25 (25.00%)</td>
</tr>
<tr>
<td>15</td>
<td>C15</td>
<td>20 (33.33%)</td>
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<td>C16</td>
<td>23 (38.33%)</td>
<td>31 (31.00%)</td>
</tr>
<tr>
<td>17</td>
<td>C17</td>
<td>22 (36.67%)</td>
<td>25 (25.00%)</td>
</tr>
<tr>
<td>18</td>
<td>C18</td>
<td>14 (23.34%)</td>
<td>10 (10.00%)</td>
</tr>
<tr>
<td>19</td>
<td>C19</td>
<td>19 (31.67%)</td>
<td>12 (12.00%)</td>
</tr>
<tr>
<td>20</td>
<td>C20</td>
<td>23 (38.33%)</td>
<td>14 (14.00%)</td>
</tr>
<tr>
<td>No</td>
<td>Candidates</td>
<td>AU Entrance Test</td>
<td>JMB Test</td>
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<tr>
<td>----</td>
<td>------------</td>
<td>------------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
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<td>[Score (percentages)]</td>
<td>[Score (percentages)]</td>
</tr>
<tr>
<td>21</td>
<td>C21</td>
<td>14 (23.34%)</td>
<td>16 (16.00%)</td>
</tr>
<tr>
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<td>C22</td>
<td>21(35.00%)</td>
<td>18 (18.00%)</td>
</tr>
<tr>
<td>23</td>
<td>C23</td>
<td>17 (28.33%)</td>
<td>21 (21.00%)</td>
</tr>
<tr>
<td>24</td>
<td>C24</td>
<td>31 (51.67%)</td>
<td>33 (33.00%)</td>
</tr>
<tr>
<td>25</td>
<td>C25</td>
<td>24 (40.00%)</td>
<td>37 (37.00%)</td>
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<tr>
<td>26</td>
<td>C26</td>
<td>20 (33.33%)</td>
<td>13 (13.00%)</td>
</tr>
<tr>
<td>27</td>
<td>C27</td>
<td>20 (33.33%)</td>
<td>25 (25.00%)</td>
</tr>
<tr>
<td>28</td>
<td>C28</td>
<td>20 (33.33%)</td>
<td>28 (28.00%)</td>
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<td>C29</td>
<td>17 (28.33%)</td>
<td>13 (13.00%)</td>
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<tr>
<td>30</td>
<td>C30</td>
<td>24 (40.00%)</td>
<td>33 (33.00%)</td>
</tr>
<tr>
<td>31</td>
<td>C31</td>
<td>18 (30.00%)</td>
<td>12 (12.00%)</td>
</tr>
</tbody>
</table>

From the above data, 3 candidates; C9, C11, and C12, out of 31 candidates or 9.68% have lower percentage in answering the right question in AU Entrance test than in JMB test. In a closer examination of data, the percentage difference of 3 candidates between both tests does not show much difference. It could mean that these three candidates could use their grammar knowledge in constructing the writing paragraphs. The table also shows much difference in percentage between the two tests of other candidates such as C1, C4, and C13.

The data has shown that candidate C1 answered the question 38.33% correctly on AU Entrance test. Compared to JMB test, the same candidate only answered 10% correctly. The result is more obvious with candidate C13. This candidate answered
70% correctly in AU entrance test and 37% correctly in JMB test. It is an indication that assessing grammar skill solely does not help candidate with his writing skill.
5 Conclusions

5.1 Introduction

The aim of this chapter is to show the summary of the findings, limitation of the study, pedagogical implications, and further research of the research.

5.2 Restatement of the Research Questions

This research was guided by these two research questions:

- How does the entrance test fulfill its function as a first process in filtering students' readiness to study in AU?
- Of the two tests under consideration, which test offers both content and face validities appropriate to the population targeted?

5.3 Summary of the Findings

From the result of both tests, AU Entrance Test and JMB Test, the researcher has found reasons that JMB type-test could be a possible alternative for AU Entrance Test.
5.3.1 JMB Test

JMB type-test is designed specifically for academic discourse purposes. It is concerned with the language of factual description and the drawing of conclusion from data provided. The language of personal feeling and emotional response are not tested. In the actual tests, five skills areas will be assessed: writing skills, editing skills, reading skills, listening skills, and speaking skills. The purpose of this study is to find an alternative test for AU Entrance test as a result the JMB type-test used in this research aims at assessing students’ language proficiency through only reading and writing skills.

In assessing students’ reading skill, students are required to use all three kinds of reading techniques, skimming, scanning, and intensive reading, in order to find the correct answer. The reading questions of JMB type-test are specifically designed to reduce the possibility of guessing or answering the items by process of elimination. If a student gets the answer right, it has a high possibility that this has not occurred for reasons other than comprehension of the text or passage. Table 4.4.2: Summary of Passing and failing candidate in each question shows that only 9 students or 29.03% out of 31 students pass the question.

The given passages are also in an academic but non-literary nature at the level of an introductory text for an educated reader. The inclusion of pictures does not only provide a more realistic and reliable means of assessment but also help to motivate students by demonstrating how the target language is used in real-life situations.

As for the writing part of JMB Test, task-based approach is used to assess students’ proficiency. Each question was designed for students to complete different tasks in writing such as giving opinion, comparing and contrasting, and explaining the
pictures. Students are allowed to use their imagination, personal experience, thought, background, and opinion in composing their writings as well. In addition, students could transfer their verbal knowledge to non-verbal knowledge and vice versa while composing the writing. These writing tasks are not only probably be associated with the writing requirements imposed by the other subjects being studied in the academic discourse but also to prepare these students when encountering with the real-life situations in the future. It can be said that JMB is a test, which seeks to find out what students can do with language, provides a focus on purposeful, everyday communication activities.

In terms of content validity and face validity, if the test aims at measuring candidates’ ability in using the language, JMB test seems to have both content and face validities needed for the entrance test. It is because the test seems to be more practical in measuring how well the candidates could use the language in their everyday situations. There are also pictures, which are associated with the question. In the real word, there are often many times that we need to interpret messages by looking at the pictures such as road and traffic signs.

The possible criticism of JMB Test could involve in the scoring system. It is because the test is in written format; as a result, the exam markers need to understand and be trained about the criterions of the test before grading.

5.3.2 AU Entrance Test

As for AU Test, taken from the Faculty of Arts, the test was constructed in a multiple-choice format to assess students’ ability in recognizing appropriate grammatical forms and manipulating structures. Since the entrance test should be the
first process in filtering students’ readiness to study in AU, the attempt of test construction should focus heavily on assessing different skills of students’ performance in using the language.

There are many criticisms in using discrete point format in assessing students’ proficiency. The crucial reason is because it does not measure real world language use. Table 4.7.1: Possibility of Candidate in Getting the Right Answer From Both Tests; AU Entrance Test and JMB Test shows that student who obtained high score in AU Entrance Test did not perform well in JMB format-type test.

There are also weaknesses of using multiple-choice format in testing students’ performance. Multiple-choice format seems to suit for measuring general proficiency or IQ test. Because it encourages students to guess the correct answer, as a result, it is not a good match for measuring academic discourse.

In terms of face validity and content validity, AU Entrance test seems to lack both content and face validities needed for the entrance test. It is because the test fails to measure candidates’ ability in using the language competently. It was designed to measure candidates’ the small bits and pieces of the language and there is no evidence of using authentic material in each question. The heavy emphasis is on the grammar rules. The test can simply be viewed as an indirect test. Hughes (2003) states that the main problem with indirect tests is that the relationship between performance on them and performance of the skills in which we are usually more interested tends to be rather weak in strength and uncertain in nature. Test developer may construct tests of grammar, vocabulary, punctuation, etc but the scores obtained from such test could not be able to predict test taker’s composition skill.

A domain used in this research is communicative competence or how could both tests assess students’ competence in studying in an international university.
Since most entrance tests for international universities aim at both students’ communication skills and academic skills, as a result, only grammar test alone does not seem to be the best fit for choosing the right candidates. These students need to cope with many situations, which require a proper use of language, such as note making, academic report writing, making friends, etc. The use of integrative direct testing could be seen as a better candidate for the job.

Referring to Table 4.7.1: Possibility of a candidate in getting the right answer from both tests; AU Entrance test and JMB Test, the data shows that candidates with the higher percentage in AU Entrance test are most likely to fail in the JMB test. The possible explanation is that these candidates could not integrate or apply their knowledge of grammar rules into writing paragraph, which requires not only the language rules but also other essential skills such as comparing and contrasting, interpreting pictures or stories, giving opinion, explaining steps, and organizing the ideas.

From the above explanations, it can be stated that AU Entrance test fails in fulfilling its function as a first process in filtering students’ readiness to study in Assumption University. It is because the test was designed to measure students’ grammatical competence rather than communicative competence. JMB is not only designed to test for students’ communicative competence but also contains both content and face validities appropriate to the population targeted.

5.4 Limitations of the Study

There were some factors that caused several disadvantages in the course of data collections, which somehow was beyond the researcher’s control. Although these
foreseen problems did not produce major drawbacks to the study, they need to be described and discussed for similar studied conducted in the same context.

The first limitation is sample size. A bigger sample size may give more useful data in analyzing the research but the data obtained from 31 candidates indicates that more samples may have a small effect on the result of the findings.

The second limitation is time in instructing candidates before taking JMB Test. There is a possibility that these candidates may or may not have any proper training in doing JMB type-test. The researcher spent only four weeks in training skills needed for the JMB test, whereas they have been trained skills needed for AU Entrance Test in a longer time.

The third limitation is teaching for the exam. Teaching for the exam may equip the candidates with skills required for academic study regardless of the discipline.

The fourth limitation is motivation in doing both exams. Motivation was difficult because students were not in a real testing situation as well as the amount of time in completing both exams is limited. In the AU Entrance test, they were required to complete the exam in an hour, whereas two hours were given for the JMB test. Comparing to other tests such as TOEFL, TOEIC, or IELTS, which require more time to finish, as a result, students may not take both AU Entrance Test and JMB test seriously.

5.5 Pedagogical Implications

Based on the findings of this action research, several pedagogical implications can be put forward to benefits both students and teachers.
First implication is to teach skills required in English to deal with academic subjects that are eventually studying in the university. These skills are reading, writing, speaking, and listening. There are many arguments about teaching for the test. It is because some teachers may set their teaching lessons according to the objectives written on the academic curriculum and ignore others. Skills, which are tested on JMB Test, attempt to measure different language skills in communicative competence. Consequently, teaching students these skills is not only useful for academic discipline but also for the future.

The second implication is to suggest the use of JMB format-type test as the evaluation measurement at the end of the class. A good communication test helps teachers to locate the precise areas of difficulty encountered by the class or by individual students. Then teachers can evaluate the effectiveness of the syllabus as well as the methods and materials he or she is using. As for the student, the test, which measures students’ performance as fairly as possible without in any way setting traps for them can be effectively used to motivate them. A well-constructed test will also provide the students with opportunity to show their ability to perform certain tasks in the language.

The last implication is positive wash-back, which effect the training for the JMB test. Training for the test does not only prepare students for taking the test but also skills needed for academic purposes in studying in an English medium university.

Ways of teaching and assessing performance in the four major skills may take the form of tests of:

- Listening comprehension, in which short utterances, dialogues, talks, and lecture are given to the candidates;
• Speaking ability, usually in the form of an interview, picture description, role play, and a problem-solving task involving pair work or group work;

• Reading comprehension, in which questions are set to test the students’ ability to understand the gist of a text and to extract key information on specific points in the text; and

• Writing ability, usually in the forms of letters, reports, memos, messages, instructions, etc.

5.6 Further Research

Several factors should be implemented and introduced for the further research.

The first factor is sample size. A larger sample size could be used in analyzing the research in order to get more precise result. In addition to sample size, the selection of subjects involved in this research may come from various universities in Thailand. Lastly, time used in teaching skills needed for the test. More time in training may have direct effect on the outcome of the test.
References


Morrow, K.E. (1979) *Communicative Language Testing: Revolution or Evolution, in Brumfit and Johnston (eds): 143-158*


Appendices

Appendix I: Training Exercises before Taking JMB Test

Exercise 1:

Can you tell me the way to ...?  

Destination 1: ..........................................................  
Go out of the station and turn .................... . At the end of the road, turn .................... into ........... Street. Go under the .................... and turn .................... again at the .................... . It's along there on your .................... .

Destination 2: ..........................................................  
Go out of the station and turn .................... . Carry on until you get to the .................... . Turn .................... and go straight on past the .................... till you get to the .................... and turn .................... . You'll see it on your .................... .

Destination 3: ..........................................................  
Go out of the station and turn .................... . Go through the .................... and you'll come to ........... Street. Turn .................... and then turn .................... at the .................... . You'll see it at the .................... of the street.
Exercise 2:

Procedure

1 Students look at the woman in the picture and guess why she is laughing.
Exercise 3:

Exercise 3: Compare and contrast these two pictures
Compare and Contrast Chart

Compare & Contrast
Main Topic

Subtopic 1 | Subtopic 2

Similar

Different
Finally, in desperation, the old man Moleobja recalls a rain-making ceremony he had witnessed as a child. According to custom, there is a certain rain God who accepts only the sacrifice of the bodies of children. Then the rain will fall and the crops will grow. His conviction and authority influences Ramadi whose nerves are 'smashed by the nightly wailing of the women'.

The children are sacrificed and the bodies spread over the land. But the rain still does not fall. 'A death silence' at night and a 'terror, extreme and deep overwhelmed the whole family' and they 'fled back' to their village.

The seventy-year old man Moleobja, his son Ramadi, his daughter-in-law Tiro, the two grand-daughters Neo and Boseyong and an unmarried sister Nesta are among the earliest to go to the lands. In anticipation of more rain, Ramadi and the two women have earlier cleared the land of thorn-bush and deepened the old well with its pool of muddy water.

The land is ploughed and waiting for the crops. But suddenly, by mid-November the rains free. Each day the land is covered in 'a haze of mist' as the sun sucks up the 'last drop of moisture' out of the earth. It is impossible to plant the crops in the dry earth.

The family sits in despair and waits and waits. Their hopes slowly diminishing.

The absence of two little girls is noted by the villagers. The family explains that the children have died at the lands. The 'ashen, terror-stricken faces' and 'unnatural looks of the family' arouse the suspicions of the people and they call the police. When questioned, the mother of the children breaks down and confesses.

The old man and his son are sentenced to death for ritual murder. The whole village shares a deep sorrow for they realize that they too 'could have killed something to make the rain fall.'

The story is set in rural Botswana where there is a terrible drought. From 1958, a seven-year drought falls upon the land and the ground is devoid of vegetation and has turned 'a powdery black and white' because there is no rain. The air is so dry and moisture-free that it burns the skin.

It is lonely at the 'lands' which has vast clearings in the bush where people go to plough. For the last two years, they have all returned from the lands with only their 'rolled-up skin blankets' and 'cooking utensils.'

As the adults huddle together to will the rain to fall from the sky, their nerves are stretched to breaking-point. All their animals have been sold during the bad years to purchase food and only two goats are left. The women break down under the strain of waiting. Each night, they start a 'weird, high pitched wailing'. stamp their feet and shout like mad people. The men sit 'quiet and self-controlled' but their nerves are breaking too. Everyone is haunted by the thoughts of starvation in the coming year.

Only the children, Neo and Boseyong are quite happy in their 'little girl world.' They carry on playing and chatting. They imitate the scoldings of the adults as they play with their rag-dolls. 'You stupid thing, when I send you to draw water, why do you spill half of it?' or 'You stupid thing! Can't you mind the porridge-pot without letting the porridge burn?' And with angry and stern experiences, they will smack the ragdolls.

The adults, preoccupied with their own problems, pay no attention to the children's funny but ironic chatter.

The rains start to come in early November, with a promise of good rain. It isn't the 'full, steady down pour' of the years of good rain but 'thin, scanty, misty rain.' The effect is fantastic. It softens the earth and 'green things' begin to spring up everywhere for animals to eat. The ploughing season can begin again.
Exercise 5

Finally, in desperation, the old man Moqgobja recalls a rain-making ceremony he had witnessed as a child. According to custom, there is a certain rain God who accepts only the sacrifice of the bodies of children. Then the rain will fall and the crops will grow. His conviction and authority influences Ramadi whose nerves are "smashed by the nightly wailing of the women".

Soon the two men begin "whispering with the two women". All this occurs while, the children carry on playing in innocence and are oblivious to their surroundings.

The children are sacrificed and the bodies spread over the land. But the rain still does not fall. 'A death silence' at night and a 'terror, extreme and deep overwhelmed the whole family' and they 'fled back' to their village.

The seventy-year old man Moqgobja, his son Ramadi, his daughter-in-law Taro, the two granddaughters Neo and Boseyong and an unmarried sister Nesta are among the earliest to go to the lands.

In anticipation of more rain, Ramadi and the two women have earlier cleared the land of thornbush and deepened the old well with its pool of muddy water. The land is ploughed and waiting for the crops. But suddenly, by mid-November the rains fail. Each day the land is covered in 'a haze of mist' as the sun sucks up the 'last drop of moisture' out of the earth. It is impossible to plant the crops to the dry earth.

The family sits in despair and wait and wait. Their hopes slowly diminishing.

The absence of two little girls is noted by the villagers. The family explains that the children have died at the lands. The 'ashen, torn-striken faces' and 'unnatural looks of the family' arouse the suspicions of the people and they call the police. When questioned, the mother of the children breaks down and confesses.

The old man and his son are sentenced to death for ritual murder. The whole village shares a deep sorrow for they realise that they too 'could have killed something to make the rain fall.'

The story is set in rural Botswana where there is a terrible drought. From 1958, a seven-year drought falls upon the land and the ground is devoid of vegetation and has turned 'a powdery black and white' because there is no rain. The air is so dry and moisture-free that it burns the skin. It is lonely at the 'lands' which has vast clearings in the bush where people go to plough. For the last two years, they have all returned from the lands with only their 'rolled-up skin blankets' and 'cooking utensils'.

As the adults huddle together to will the rain to fall from the sky, their nerves are stretched to breaking-point. All their animals have been sold during the bad years to purchase food and only two goats are left. The women break down under the strain of waiting. Each night, they start a 'weird, high pitched wailing', stamp their feet and shout like mad people. The men are at their breaking-point. Everyone is haunted by the thought of starvation in the coming year.

Only the children, Neo and Boseyong are quite happy in their 'little girl world.' They carry on playing and chatting. They imitate the scoldings of the adults as they play with their rag-dolls, "You stupid thing, when I send you to draw water, why do you spill half of it?" or "You stupid thing! Can't you mind the porridge pot without letting the porridge burn!" And with angry and stern experiences, they will smack the rag-dolls.

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The rains start to come in early November, with a promise of good rain. It isn't the 'full, steady downpour' of the years of good rain but 'thin, scanty, misty rain.' The effect is fantastic. It softens the earth and 'green things' begin to spring up everywhere for animals to eat. The ploughing season can begin again.

Exercise 5: Matching

A) B) C) D) E) F) G)
Exercise 6: Describe the picture
Exercise 7: Describe the picture
Exercise 8

Exercise 8: Describing steps in making a skateboard
Appendix II: Assumption University Entrance Examination SET A (AU Test)

for the academic years 2008-2009 (Faculty of Arts)

ASSUMPTION UNIVERSITY
Faculty of Arts
Department of English

Entrance Examination

SET A

Date : Academic Years 2008-2009
Time : (1 HOUR)

PLEASE DO NOT WRITE ON THE QUESTION PAPER

This exam consists of two parts.

PART I : Grammar 30 items
PART II : Reading Comprehension 30 items
Total 60 items

Instructions: Answer all the parts on the answer sheet provided. Use a 2B pencil.

Total 8 Pages
Part I : Grammar

**Questions 1–15:**

A few days ago Paul phoned me and (1) **told** whether I (2) **would mind** looking after his dog when he (3) **has gone** away. I (4) **said** that I didn’t really like dogs, but he said that he (5) **said** all his other friends, and that I (6) **was** his only hope. He invited me round to his house (7) **this evening** to meet the dog, and he told me that he (8) **was cooking** dinner for me. An hour later he phoned again and said that he (9) **would go** after all, so I (10) **were** meeting the following day for lunch. The next morning he cancelled this appointment and, after he (11) **had said** that he (12) **had brought** the dog to my house at 6.00, “I don’t know exactly (13)**,” he said. “Could you tell me how (14)** there?” I quickly said I (15) **was** out and put the phone down. Luckily I haven’t heard from him since.

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<td>1. told</td>
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<td>2</td>
<td>1. would mind</td>
<td>2. want</td>
<td>3. like</td>
<td>4. will help</td>
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<td>3</td>
<td>1. has gone</td>
<td>2. went</td>
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<td>4</td>
<td>1. told him</td>
<td>2. said him</td>
<td>3. asked him</td>
<td>4. replied him</td>
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<td>1. asks</td>
<td>2. would ask</td>
<td>3. will ask</td>
<td>4. had already asked</td>
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<td>1. am</td>
<td>2. will be</td>
<td>3. had been</td>
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<td>7</td>
<td>1. this evening</td>
<td>2. that evening</td>
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<td>4. in evening</td>
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<td>1. is cooking</td>
<td>2. will cook</td>
<td>3. would cook</td>
<td>4. had cooked</td>
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<td>9</td>
<td>1. had to go out</td>
<td>2. went out</td>
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<td>4. has to go out</td>
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<td>3. suggested</td>
<td>4. suggest</td>
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<td>11</td>
<td>1. has done</td>
<td>2. told me sorry</td>
<td>3. asked</td>
<td>4. had apologized</td>
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<tr>
<td>12</td>
<td>1. would bring</td>
<td>2. had brought</td>
<td>3. brought</td>
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Questions 16–30:

Last year I stayed for a few days in an old house in Scotland which was famous (16)____ its ghost. I don’t really believe (17)____ ghosts, so I’m not afraid (18)____ them of course. So when my hosts suggested (19)____ up all night to see their ghost, I simply laughed (20)____ them. Then they told me (21)____ the woman who haunted their house. She had been accused (22)____ murdering her husband in the eighteenth century because she had been jealous (23)____ him, but she had avoided (24)____ tried, and had disappeared. She appeared quite regularly, walking through the house as if she was searching (25)____ something. I agreed to watch that night, although it would (26)____ sitting for hours in the cold. I expected one of my friends to appear dressed (27)____ the ghost, and so when the figure of a woman finally came (28)____ me, I (29)____ to be terrified. You can imagine my surprise when the figure took a knife from her dress, and then vanished. I decided to disappear myself, and drove home to London as (30)____ as I could.
Part II: Reading Comprehension

Questions 31–40:

There are about 550 active volcanoes on earth and 500 million people who live close to them. The word volcano comes from the Roman God, Vulcan.

The first recorded eruption was at Vesuvius in AD 79. It buried the Roman towns of Pompeii and Herculanenum, killing 16,000 people. The 1815 eruption at Tambora in Indonesia lowered the temperature of the entire planet for months. Snow fell in the United States the following summer.

Yet volcanoes are vital to the continuing existence of planet Earth. They provide the lifeblood which keeps the planet alive. Our blood carries nutrients around our body. Volcanoes do the same thing. The material which shoots out during a volcanic explosion is called magma. Magma contains the major elements required for plant growth: phosphorus, potassium and calcium, for example. If it shoots out as lava, it may take decades or centuries before the nutrients benefit the soil. On the other hand, if it shoots out as ash, the fertilizing process can start within months.

It is therefore no surprise that Java in Indonesia, which has more volcanoes than anywhere else on earth, is also one of the most fertile areas of the planet. What other benefits do volcanoes give us? Underground water heats almost all the houses in Iceland. In New Zealand, it provides 7% of the country’s electric power.

31. Active volcanoes can erupt at any time and they shoot out a material called

1. calcium
2. phosphorus
3. potassium
4. magma
32. Though volcanoes are dangerous, they are essential to the continuing existence of planet Earth because
1. they provide the lifeblood called Magma which keeps the planet fertile
2. they provide blood which carries nutrients around our body
3. they are the only sources of energy on earth
4. they are the only sources water uses to generate electric power

33. Magma which shoots out during a volcanic eruption is good because it
1. contains major elements required for plant growth
2. provides us blood which carries nutrients around our body
3. provides underground water that heats almost all the houses in Iceland
4. provides 7% of New Zealand's electric power

34. If magma shoots out as ________ the fertilizing process can start within months.
1. lava 2. soil 3. ash 4. water

35. One of the most fertile areas of the planet which has more volcanoes than anywhere else on earth is ________
1. Iceland 2. Java 3. New Zealand 4. the Roman towns of Pompeii and Herculaneum

36. The volcanic eruption at Vesuvius in AD 79 was a disaster because
1. it caused snowfall in the United States the following summer
2. 16,000 people were killed as the Roman towns of Pompeii and Herculaneum were buried
3. it killed 500 million people who lived close to the volcano
4. it lowered the temperature of the entire planet for months

37. The effect of the volcanic eruption at Tambora, Indonesia was that
1. 16,000 people were killed
2. 500 million people who lived close to it became homeless
3. the Roman towns of Pompeii and Herculaneum were buried
4. the temperature of the entire planet dropped for months

38. 'it' in line 3 refers to
1. the first recorded eruption at Vesuvius
2. the Roman god
3. the 1815 eruption at Tambora, Indonesia
4. snowfall in the United States

39. 'which' in line 8 refers to
1. planet Earth 2. the lifeblood
3. our blood 4. our body
40. ‘which’ in line 14 refers to ________________.
   1. earth 2. the planet 3. Java in Indonesia 4. volcanoes

Questions 41 – 50:

In an event that lasts at least nine hours, each of 1,500 competitors strives to achieve one of the most physically, emotionally, and psychologically demanding titles in the whole world of sport: Ironman. Ironman is the version of the new sport of triathlon – a combination of swimming, cycling, and running – that is rapidly growing in popularity. The first Ironman competition was thought up by an American, John Collins, back in 1977. Under the umbrellas of a Hawaiian beach bar, a group of friends was debating which of the local sporting events was the toughest – the four-kilometer Waikiki rough-water swim, the 180-kilometer round-Oahu bike race, or the 42-kilometer Honolulu marathon. As often happens, they couldn’t agree, and so to settle the argument Collins suggested the unbelievable: why not try to do them all, one after the other, on the same day?

And so the Hawaiian Ironman triathlon, as the new event was known, was born. It got off to a slow start with only 12 entrants in the first year. Now, however, the contest is so popular that selection heats are held at events around the world in order to limit the number of participants in the final 1,500.

The event is open to anyone – male or female, old or young, but you have to be superbly fit and more importantly, you have to be dedicated. Apart from the race itself, imagine what the training does to your lifestyle. Competing at this level requires a special diet and a 12-hour training program every day; yet every year thousands of people dream of becoming Ironman.

41. Ironman was invented because ________________.
   1. a group of friends could not agree on what the hardest sport was
   2. a group of friends was experimenting with all the tough sports
   3. people in Hawaii wanted to have a new kind of sport
   4. a group of friends was debating which tough local sporting event they should join

42. Ironman is held in ________________.
   1. three days 2. two days 3. ten days 4. one day

43. In its first year, Ironman ________________.
   1. was not popular 2. was boring
   3. attracted many people 4. was played in many countries
44. How are the final Ironman competitors selected?
1. Competitors are screened by age and strength. 
2. Competitors have to pass the qualifying events.
3. Competitors have to be physically and psychologically fit.
4. Everybody is accepted.

45. Ironman participants have to be dedicated because ____________________.
1. there are so many people who want to join the contest
2. the competition is tough
3. they have to pass many tests and qualify in preliminary contests
4. they are required to train 12 hours a day and eat a special diet

46. Which statement is true?
1. Even though Ironman is a very difficult sport, many people still want to join the race.
2. Ironman was the idea of a group of friends composed of an American, a British, and a Canadian.
3. Selection heats are held around the world because only the young and the strong can join the competition.
4. Ironman is an event composed of swimming, cycling, and running that lasts at least nine hours in three consecutive days.

47. The word strives in line 1 means ____________________.
1. gives up
2. drives
3. bets
4. tries hard

48. The word they in line 8 refers to ____________________.
1. the Hawaiians
2. Collins and his friends
3. the three sporting events in Hawaii
4. the competitors

49. The word entrants in line 12 means ____________________.
1. judges
2. visitors
3. competitors
4. countries

50. The word event in line 15 refers to ____________________.
1. the Ironman competition
2. selection heats
3. the 12-hour training program
4. the requirements of Ironman
Questions 51 – 60:

In the 1960s there were many demonstrations on university campuses around the world. In the spring of 1969, my sister was a graduate student at New York University, which is an excellent institution. At that time, however, there were many demonstrations and bomb threats. Both professors and students were forced to leave their classes in the middle of a lecture because of these disturbances. In many instances, university officials considered closing the university instead of endangering the lives of innocent people, but many students resented missing their classes. Due to the disturbances on campus, some teachers tried holding classes in their apartments, and several had to postpone giving final examinations. They regretted doing this, but they could not finish presenting the content of their course because of the disorder and interruptions.

During the demonstrations, the police said that they could not avoid hurting some people since many of them resisted following their orders. The students denied disobeying the police and a large number of them stated that in many instances, the police continued hitting them even after they had stopped pushing and shoving. After a demonstration against the war in Vietnam, students met and began planning for their next protest. At this meeting, some students proposed having other students keep order instead of the police officers on the campus.

Hundreds of parents wrote to the university and stated that they did not like having their sons and daughters in danger; furthermore, they did not appreciate their children’s education being interrupted.

In the fall of 1969, the demonstrations had subsided somewhat, and the university opened its door to new and old students. Most of my sister’s friends are now married with families of their own; however, they remember participating in the protest, and some admit feeling regretful about the parts they played.

51. University students in the 1960s were known for ____________________________
   1. their academic excellence  
   2. their political awareness  
   3. their interest in research work  
   4. their environmental awareness

52. In 1960, the final exams at New York University were postponed because ____________________________
   1. the police asked them to do so  
   2. the teachers could not finish teaching  
   3. the students were not happy with attending classes  
   4. some teachers held classes in their apartments

53. Both professors and students had to leave their classes in the middle of the lecture because of ____________________________
   1. police threats  
   2. the parents’ requests  
   3. bomb threats  
   4. worried parents
54. University officials considered closing the university because

1. they did not want to see innocent people hurt
2. students resented missing their classes
3. they wanted to postpone giving final exams
4. they wanted teachers to teach outside of the campus

55. Students denied that

1. they took part in demonstrations
2. they disobeyed the police
3. they planned for their next protest
4. they were hit by the police

56. The police said they could not avoid hurting some protesters because

1. they did not follow their order
2. there were too many protesters
3. the protesters stopped pushing and shoving
4. students protested against the war in Vietnam

57. Student protesters did not want

1. to see teachers on campus
2. to see police officers on campus
3. attend classes on campus
4. keep order on campus

58. Parents wrote to the university to state that

1. they supported their children's demonstrations
2. they did not want the presence of the police
3. they did not want their children's education interrupted
4. they wanted the university to support the demonstrations

59. The university was opened again when

1. the students came back
2. the police provided security
3. the demonstrations had subsided
4. the police left the campus

60. Some of the former students

1. regretted participating in the demonstrations
2. avoided talking about their demonstrations
3. considered themselves heroes of the university
4. forgot their active role in student demonstrations
Appendix III: Joint Matriculation Test (JMB Test)

Written English: 2 hours

Answer all questions

______________________________________________________________

First Name ___________________ Last Name ___________________

Student ID# __________________ Faculty _______________________

______________________________________________________________

Score:

Question 1: ______________________

Question 2: ______________________

Question 3: ______________________

Question 4: ______________________
Question 1

Look at the map of Groome below. Imagine that you live in this town and that your friend is a stranger to the town. He is coming to stay in the hotel (marked X on the map) while he looks for a job and somewhere to live.

IA You have invited your friend to your house for dinner on his first evening in town which will be during the following week. Tell him how to get from the hotel (marked X on the map) to your house (marked Y on the map) by car. Your house is in the country where there are no street numbers so you will have to tell him exactly what the house looks like and its exact location.

IB Use the map to help you describe the town to him telling him about the hotel, what sorts of jobs are available and the best place to find somewhere to live.
Write the instructions for getting from the hotel to your house on this page.
18 Write your description of the town of Groome on this page.
Question 2
A sharp turn in the River Zed encloses a peninsula of land known as Millton. Figure I shows the area as it was in the early eighteenth century and Figure II shows the area as it is today. Use the information in Figures I and II to help you answer question.

2A. Compare and contrast Millton in the eighteenth and twentieth centuries.
2. A. Compare and contrast Milton in the eighteenth and twentieth centuries.
**Question 3**

Read the passage Dam Types and answer question

**Dam Types**

1. The sources of water today are much the same as they were thousands of years ago. We still rely mainly on rivers, lakes, springs and wells but now, we exploit them more extensively. We have increased the storage of natural lakes by building dams and have created new reservoirs by using dams to impound water in river valleys. Several factors have to be considered before deciding what type of dam to build and where to build it. They must be strong enough to resist the great pressure of the water that builds up behind them to form the lake upstream of the dam.

2. In places where the underlying rock can withstand an enormous weight, an A class dam can be constructed. Such dams are made of concrete or masonry. Built in a straight line across a water course they resist pressure by weight alone.

3. In the few sites where there is a narrow gorge with strong walls, a curved concrete wall can be built across the river so that the force of the water is transferred to the cliff sides. This B class dam relies on its shape for its stability rather than its weight. It contains much less concrete than an A class dam and is cheaper to construct. A B class dam is much thinner than an A class dam and has basically perpendicular sides spreading a little at the base. In the case of an A class dam, however, though the profile of the upstream face is similar to the B class dam, the downstream face is built with a steep slope.

4. Sometimes, as in the case of the Hoover Dam in the United States, an AB class dam is constructed. As its label implies, it combines features of the A and B class dams and uses both the shape of an arch and weight for stability. It appears as a curved version of an A class dam.

5. In a wide valley, what is basically a modification of a B class dam may be built. It usually consists of a series of short arches supported by buttresses jutting out into the water on the downstream side. The arches slope at an angle of about 45° on the upstream face so that water runs down on the dam and helps to give it stability. Sometimes flat slabs of reinforced concrete are used instead of arches. This latter type represents a BX class dam and the multiple arch type is BY.

5. Classify the dams shown in the following diagrams. Write one of the symbols A, B, AB, BX, BY in the box in the right-hand corner of each diagram. If the dam is of a type not described in the passage write X. Notice that the arrows on the diagram indicate the direction of the water flow.
question 4

The diagram: Figure 2 illustrates a trap for catching small animals for observation purposes. Use it to help you answer Questions.

4.1 Write a description of the trap.

You have 40 minutes for this task. Marks will be awarded for content and organisation of ideas, as well as for accuracy in English.

Figure 2

Section

(a) Trap open

Pieces of bait

Hinges

Heavy metal plate

Pivot pin

See-saw platform

Removable end made of glass or clear plastic

(b) Trap closed

Outside view

Holes

Pieces of bait

Pivot pin

Trap door

Bait consisting of apples and fresh meal
Appendix IV: Item Analysis of AU Entrance Test (60 questions)

**Question 1**

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* Represents the answer for the particular question
Appendix V: Results of AU Entrance Test and JMB Test on 6 selected candidates

1) Candidate C3

a) Result of AU Entrance Test

![Image](image-url)
b) Result of JMB Test

Written English: 2 hours
Answer all questions

First Name C3 Last Name
Student ID# Faculty

Score:
Question 1: 2
Question 2: 1
Question 3: 0
Question 4: 3

6
100

C3
Question 1

Look at the map of Groome below. Imagine that you live in this town and that your friend is a stranger to the town. He is coming to stay in the hotel (marked X on the map) while he looks for a job and somewhere to live.

IA You have invited your friend to your house for dinner on his first evening in town which will be during the following week. Tell him how to get from the hotel (marked X on the map) to your house (marked Y on the map) by car. Your house is in the country where there are no street numbers so you will have to tell him exactly what the house looks like and its exact location.

IB Use the map to help you describe the town to him telling him about the hotel, what sorts of jobs are available and the best place to find somewhere to live.
1A Write the instructions for getting from the hotel to your house on this page.

The hotel right rods to fore stranger right on the roads and see shop right see Bridges and railways see new housing right and school left the driving to Bridges and rivers and left to Bridges and rivers the Bridges under to see chemical works left rods see trees left and see site of new hospital and see Bridges and rivers under see three strangers left to your home.
II Write your description of the town of Groome on this page.

I am of jobs in school because teacher study children. I am of jobs in hotel because give prop. I can make house to left fire station.

0\% , 0\% , 0\%
Question 2.
A sharp turn in the River Zed encloses a peninsula of land known as Millton. Figure I shows the area as it was in the early eighteenth century and Figure II shows the area as it is today. Use the information in Figures I and II to help you answer question 2.

2A Compare and contrast Millton in the eighteenth and twentieth centuries.
2A. Compare and contrast Milton in the eighteenth and twentieth centuries.

Figure 1 and Figure 2 have contrast. The Figure 1 is a marketplace, while the Figure 2 is an industrial zone.

The Figure 1 is a marketplace, while the Figure 2 is an industrial zone.
Dam Types

(1) The sources of water today are much the same as they were thousands of years ago. We still rely mainly on rivers, lakes, springs and wells, but now, we exploit them more extensively. We have increased the storage of natural lakes by building dams and have created new reservoirs by using dams to impound water in river valleys. Several factors have to be considered before deciding what type of dam to build and where to build it. They must be strong enough to resist the great pressure of the water that builds up behind them to form the lake upstream of the dam.

(2) In places where the underlying rock can withstand an enormous weight, an A class dam can be constructed. Such dams are made of concrete or masonry. Built in a straight line across a water course they resist pressure by weight alone.

(3) In a few sites where there is a narrow gorge with strong walls, a curved concrete wall can be built across the river so that the force of the water is transferred to the cliff sides. This B class dam relies on its shape for its stability rather than its weight. It contains much less concrete than an A class dam and is cheaper to construct. A B class dam is much thinner than an A class dam and has basically perpendicular sides spreading a little at the base. In the case of an A class dam, however, though the profile of the upstream face is similar to the B class dam, the downstream face is built with a steep slope.

(4) Sometimes, as in the case of the Hoover Dam in the United States, an AB class dam is constructed. As its label implies, it combines features of the A and B class dams and uses both the shape of an arch and weight for stability. It appears as a curved version of an A class dam.

(5) In a wide valley, what is basically a modification of a B class dam may be built. It usually consists of a series of short arches supported by buttresses jutting out into the water on the downstream side. The arches slope at an angle of about 45° on the upstream face so that water bears down on the dam and helps to give it stability. Sometimes flat slabs or reinforced concrete are used instead of arches. This latter type represents a BX class dam and the multiple arch type is BY.

Question 3

Read the passage Dam Types and answer question

Classify the dams shown in the following diagrams. Write one of the symbols A, B, AB, BX, BY in the box in the top righthand corner of each diagram. If the dam is of a type not described in the passage write X. Notice that the arrows on the diagram indicate the direction of the water flow.
question 4

The diagram: Figure 2 illustrates a trap for catching small animals for observation purposes. Use it to help you answer Questions

4.1 Write a description of the trap.

You have 40 minutes for this task. Marks will be awarded for content and organisation of ideas, as well as for accuracy in English.

Figure 2

Section

(a) Trap open

- Heavy metal plate
- Pieces of bait
- Hinge

(b) Trap closed

- Removable end made of glass or clear plastic
- See-saw platform
- Bail consisting of apples and fresh meat

Outside view

- Pieces of bait
- Trap door
- Holes
The trap open at rat walk to pieces of bait.
The rat walk to Bait consisting of apples and
fresh meat.
The pieces of bait of hinge and heavy
metal plate. The rat walk to pivot pin and trap
closed.

The see saw platform and rat walk to
pieces of bait under see heavy metal plate and
hinge have make trap closed. The rat walk to
pivot pin Trap closed and rat in box.
2) Candidate C9

a) Result of AU Entrance Test

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\[G = 16\]
\[C = 14\]
b) Result of JMB Test

Written English: 2 hours
Answer all questions

First Name: C9     Last Name:     
Student ID#       Faculty:     

Score:
Question 1: 17     
Question 2: 18     
Question 3: 0      
Question 4: 16     

51/100
Question 1

Look at the map of Groome below. Imagine that you live in this town and that your friend is a stranger to the town. He is coming to stay in the hotel (marked X on the map) while he looks for a job and somewhere to live.

1A You have invited your friend to your house for dinner on his first evening in town which will be during the following week. Tell him how to get from the hotel (marked X on the map) to your house (marked Y on the map) by car. Your house is in the country where there are no street numbers so you will have to tell him exactly what the house looks like and its exact location.

1B Use the map to help you describe the town to him, telling him about the hotel, what sorts of jobs are available and the best place to find somewhere to live.
1A Write the instructions for getting from the hotel to your house on this page.

From the hotel, you have to turn right and go straight to the second intersection, then go straight. During that time, on the left hand you will see the fire station, and then you will pass across the first bridge. But if you look on your right hand, you can see a waste ground. When you pass the first bridge, you can see the school on your left hand, and also if you look on your right hand, you can see the new housing site. Then you pass the school and new housing site already, you will see the second bridge and you have to pass across it. Then you pass across the second bridge, you will see the three-way junction and you have to turn left. Then you have to go straight during the money, you will see the third bridge that near the bridge, you will see the Clement policy, and you have to pass this bridge and keep going to my house. If you pass across the third bridge already and go along, you will see the fourth bridge, and when you pass this bridge, during the way, you will see the Three Hills on your left hand and also you will see many trees. If keep going straight, and nearly to the last bridge on your left, you will see the Bells Field. And it has as many trees like the Four Hills. When you pass the bridge already, you have to turn right on the three-way junction, and from right, again, than go straight to the road. On your right hand, you will see my house.
In the Groome City, there are so many things in it. This town can get the food quite easy because it have so many shops and also it has some entertain places. That wePaint it quite well is the football ground. Beside the football ground, it has the fire station. The town have a school that you can get your kid is study pure. It also have train station if you want to go somewhere but you can drive the car because it too far. You can get the town to go to that place. I think you can live near my house because on my house side it quite peace than that side because this side your can get bad very easy because the shop is in front of my house. But on that side, it have school, fire station and the most bad thing that can disturb even we doing something is the train station. So you can stay near me if you want the opposite job. And you can find in this city to are employee of the shop, teacher in the school and etc. You can get everything here so live with me in this town.

3/5, 3/5, 3/5
Question 2

A sharp turn in the River Zed encloses a peninsula of land known as Millton. Figure I shows the area as it was in the early eighteenth century and Figure II shows the area as it is today. Use the information in Figures I and II to help you answer question 2.

2A Compare and contrast Millton in the eighteenth and twentieth centuries.
2. A. Compare and contrast Milton in the eighteenth and twentieth centuries.
Question 3

Read the passage Dam Types and answer question.

Dam Types

(1) The sources of water today are much the same as they were thousands of years ago. We still rely mainly on rivers, lakes, springs and wells but now, we exploit them more extensively. We have increased the storage of natural lakes by building dams and have created new reservoirs by using dams to impound water in river valleys. Several factors have to be considered before deciding what type of dam to build and where to build it. They must be strong enough to resist the great pressure of the water that builds up behind them to form the lake upstream of the dam.

(2) In places where the underlying rock can withstand an enormous weight, an A class dam can be constructed. Such dams are made of concrete or masonry. Built in a straight line across a water course they resist pressure by weight alone.

(3) In the few sites where there is a narrow gorge with strong walls, a curved concrete wall can be built across the river so that the force of the water is transferred to the cliff sides. This B class dam relies on its shape for its stability rather than its weight. It contains much less concrete than an A class dam and is cheaper to construct. A B class dam is much thinner than an A class dam and has basically perpendicular sides spreading a little at the base. In the case of an A class dam, however, though the profile of the upstream face is similar to the B class dam, the downstream face is built with a steep slope.

(4) Sometimes, as in the case of the Hoover Dam in the United States, an AB class dam is constructed. As its label implies, it combines features of the A and B class dams and uses both the shape of an arch and weight for stability. It appears as a curved version of an A class dam.

(5) In a wide valley, what is basically a modification of a B class dam may be built. It usually consists of a series of short arches supported by buttresses jutting out into the water on the downstream side. The arches slope at an angle of about 45° on the upstream face so that water bears down on the dam and helps to give it stability. Sometimes flat slabs of reinforced concrete are used instead of arches. This later type represents a BX class dam and the multiple arch type is BY.

5.1 Classify the dams shown in the following diagrams. Write one of the symbols A, B, AB, BX, BY in the box in the top right-hand corner of each diagram. If the dam is of a type not described in the passage write X. Notice that the arrows on the diagram indicate the direction of the water flow.
QUESTION 4

The diagram: Figure 2 illustrates a trap for catching small animals for observation purposes. Use it to help you answer Questions.

Write a description of the trap.

You have 40 minutes for this task. Marks will be awarded for content and organisation of ideas, as well as for accuracy in English.

Figure 2

Section

(a) Trap open

Pieces of bait
Hinge
Heavy metal plate
Pivot pin
See-saw platform

(b) Trap closed

Removable end made of glass or clear plastic

Bait consisting of apples and fresh meat

Outside view

Pieces of bait
Trap door
When a mouse get into a trap because there are many pieces of bait that make a mouse get in it. When the mouse try walk pass through the pivot pin point, the pivot pin start working. That when mouse has stay on the see-saw platform, the see-saw platform has fell down because of mouse weight. Then, the heavy metal plate is working too, it works like a door that when a mouse go the see-saw platform and it fell down, the heavy metal plate goes up and closed it. The heavy metal plate makes the trap close, so it makes a mouse can't get out from it.
3) Candidate C10

a) Result of AU Entrance Test
b) Result of JMB Test

Written English: 2 hours
Answer all questions

First Name: C10  Last Name: 
Student ID#:  Faculty: 

Score:
Question 1: 16
Question 2: 10
Question 3: 0
Question 4: 16

\[
\frac{50}{100} \]

C10
Question 1

Look at the map of Groome below. Imagine that you live in this town and that your friend is a stranger to the town. He is coming to stay in the hotel (marked X on the map) while he looks for a job and somewhere to live.

1A You have invited your friend to your house for dinner on his first evening in town which will be during the following week. Tell him how to get from the hotel (marked X on the map) to your house (marked Y on the map) by car. Your house is in the country where there are no street numbers so you will have to tell him exactly what the house looks like and its exact location.

1B Use the map to help you describe the town to him telling him about the hotel, what sorts of jobs are available and the best place to find somewhere to live.
1A Write the instructions for getting from the hotel to your house on this page.

In front of hotel, go one block to your left side. If you walked to intersection, turn right and go straight until end of road. During you, go to the road, firstly you can see site station on your right side. After that you have to cross railway. Also, you can see school on your right side and you should cross river. At least you will reach to 3 ways junction. After that turn right and go straight. You will see bridge. Cross the bridge. Few minutes later, you will see railway, cross the railway. Then you will see town hills. There are a lot of trees on your left side. After you passed town hills, you can see side of new hospital on your right side. And you should cross one more bridge. After cross the bridge, you can see 3 ways junction and turn left. And turn left again and go straight. My house is on your right side. 7/10
Write your description of the town of Groome on this page.

Hotel is located North-central region in the town. There are many houses around the hotel. Also, you can find park nearby hotel.

There are many jobs in this town. Station employee, fireman, farmer, teacher, football player, and factory employee. If you find a job, you can submit an application.

If you find somewhere to live, I recommend house next to park. There are many convenient facilities such as football ground, park, fire station, station and many shops. Also, there are many houses, so you will meet many people in your town. This town is very far from my house, but it's not a problem because you have a car. You can come my house by car during 10 minutes.

3/5 3/5 3/5
Question 2

A sharp turn in the River Zed encloses a peninsula of land known as Millton. Figure I shows the area as it was in the early eighteenth century and Figure II shows the area as it is today. Use the information in Figures I and II to help you answer question 2.

2A Compare and contrast Millton in the eighteenth and twentieth centuries.
2.A. Compare and contrast Milton in the eighteenth and twentieth centuries.

Contrast - Rail yards and Elizabeth Dock are established in 1800's. Also, Center of the map is changed. Windmills area disappeared. Windmills area changed to William Dock, Housing, Industrial zone, and Milton dock. Also, North-western of river in 1800's, we can find boat yards. But in 1900's, the boat yards disappeared. Also, timber storage disappeared too. The tracks was removed and new roads are made. And in center of the windmills area, there was villages in 1800's, but we can't find villages in 1900's.

Compare - There are housing in both maps. Also, there are River Zed. Also, center of the map are specific activities. And there are some roads.
Read the passage Dam Types and answer question.

Dam Types

(1) The sources of water today are much the same as they were thousands of years ago. We still rely mainly on rivers, lakes, springs and wells but now, we exploit them more extensively. We have increased the storage of natural lakes by building dams and have created new reservoirs by using dams to impound water in river valleys. Several factors have to be considered before deciding what type of dam to build and where to build it. They must be strong enough to resist the great pressure of the water that builds up behind them to form the lake upstream of the dam.

(2) In places where the underlying rock can withstand an enormous weight, an A class dam can be constructed. Such dams are made of concrete or masonry. Built in a straight line across a water course they resist pressure by weight alone.

(3) In the few sites where there is a narrow gorge with strong walls, a curved concrete wall can be built across the river so that the force of the water is transferred to the cliff sides. This B class dam relies on its shape for its stability rather than its weight. It contains much less concrete than an A class dam and is cheaper to construct. A B class dam is much thinner than an A class dam and has basically perpendicular sides spreading a little at the base. In the case of an A class dam, however, though the profile of the upstream face is similar to the B class dam, the downstream face is built with a steep slope.

(4) Sometimes, as in the case of the Hoover Dam, in the United States, an AB class dam is constructed. As its label implies, it combines features of the A and B class dams and uses both the shape of an arch and weight for stability. It appears as a curved version of an A class dam.

(5) In a wide valley, what is basically a modification of a B class dam may be built. It usually consists of a series of short arches supported by buttresses jutting out into the water on the downstream side. The arches slope at an angle of about 45° on the upstream face so that water bears down on the dam and helps to give it stability. Sometimes flat slabs of reinforced concrete are used instead of arches. This latter type represents a BX class dam and the multiple arch type is BY.

Classify the dams shown in the following diagrams. Write one of the symbols A, B, AB, BX, BY in the box in the top right-hand corner of each diagram. If the dam is of a type not described in the passage write X. Notice that the arrows on the diagram indicate the direction of the water flow.

[Diagram 1: Arch dam with A symbol]
[Diagram 2: Arch dam with B symbol]
[Diagram 3: Arch dam with BX symbol]
[Diagram 4: Arch dam with X symbol]
Figure 2 illustrates a trap for catching small animals for observation purposes. Use it to help you answer Questions.

4. Write a description of the trap.

You have 40 minutes for this task. Marks will be awarded for content and organisation of ideas, as well as for accuracy in English.

Figure 2

Section

(a) Trap open

- Heavy metal plate
- Hinge
- Pieces of bait
- Pivot pin
- See-saw platform
- Bait consisting of apples and fresh meat
- Removable end made of glass or clear plastic

(b) Trap closed

Outside view

- Pieces of bait
- Trap door
- Pivot pin
4.1
This trap is consists of pieces of bait, hinge, heavy metal plate, pivot pin, see-saw platform, removable and made of glass or clear plastic and last consisting of apples and fresh meat. The process of catching mouse is very easy. Firstly, mouse smells apples and fresh meat. Secondly, the mouse enter to trap and walk on the see-saw platform. Thirdly, the mouse reach to end of see-saw platform and trap is closed. This trap's shape is squat and have a lot of holes and pieces of bait.

16/725
4) Candidate C11

a) Result of AU Entrance Test

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G:12
C = 15

PAGE 1
b) Result of JMB Test

Written English: 2 hours
Answer all questions

First Name ____________  C.H.  ____________  Last Name ____________
Student ID# ____________  Faculty ____________

Score:
Question 1:  14
Question 2:  13
Question 3:  5
Question 4:  13

\[ \frac{45}{100} \]

\[ 0.45 \]
Question 1

Look at the map of Groome below. Imagine that you live in this town and that your friend is a stranger to the town.
He is coming to stay in the hotel (marked X on the map) while he looks for a job and somewhere to live.

1A You have invited your friend to your house for dinner on his first evening in town which will be during the following week. Tell him how to get from the hotel (marked X on the map) to your house (marked Y on the map) by car. Your house is in the country where there are no street numbers so you will have to tell him exactly what the house looks like and its exact location.

1B Use the map to help you describe the town to him telling him about the hotel, what sorts of jobs are available and the best place to find somewhere to live.
Write the instructions for getting from the hotel to your house on this page.

The best way that you can go to my home from the hotel is to turn right from in front of hotel and then go straight until you see intersection. So turn left and go straight until you see intersection. After that turn right then you will see the river and go straight until you pass across the river bridge. Next, you still go straight until you found two way that you must choose so you turn right and follow the way and pass across the bridge again. After that, go straight until you pass across the railways bridge and on the left side you will see a lot of trees that call Town hills. Next, you will pass the two curve way and you will see Balls wood in the left side so you still go straight and pass across the river bridge. After that, turn left before pass the shop and you will see three ways junction. Next, turn left and go straight and then you will see my home on the right side.

7/10
Write your description of the town of Groome on this page.

This town is very wonderful town because it is very natural so a people who want to have a fresh air should be this town. There are many reasons why this town is good town for live. First, the rivers is all around the town. Second, this town have a lot of trees so it is very healthy to live in this town. Finally, this town have many shops so you can buy something that you want very comfortable. If you want to live in this town, you can live in the house beside park. You can exercise everyday. If you want a job, you should be a teacher because in this town have only one school so teacher will get a lot of money.
Question 2.

A sharp turn in the River Zed encloses a peninsula of land known as Milton. Figure I shows the area as it was in the early eighteenth century and Figure II shows the area as it is today. Use the information in Figures I and II to help you answer question 2.

2A Compare and contrast Milton in the eighteenth and twentieth centuries.
2A. Compare and contrast Milton in the eighteenth and twentieth centuries.

Compare between two picture is have a riverized.
Contrast between two picture is picture one have tracks
but picture two have roads, picture one have village but
picture two is rail yards, Picture one have windmills
but picture two have industrial zone, Milton dock, housing,
and William dock. Picture one have timber storage but
picture two have industrial zone, Picture one have boat yards
but picture two have dock property, Picture one have
farmland but picture two have Elizabeth Dock.

13/25
Dam Types

(1) The sources of water today are much the same as they were thousands of years ago. We still rely mainly on rivers, lakes, springs and wells but now, we exploit them more extensively. We have increased the storage of natural lakes by building dams and have created new reservoirs by using dams to impound water in river valleys. Several factors have to be considered before deciding what type of dam to build and where to build it. They must be strong enough to resist the great pressure of the water that builds up behind them to form the lake upstream of the dam.

(2) In places where the underlying rock can withstand an enormous weight, an A class dam can be constructed. Such dams are made of concrete or masonry. Built in a straight line across a water course they resist pressure by weight alone.

(3) In the few sites where there is a narrow gorge with strong walls, a curved concrete wall can be built across the river so that the force of the water is transferred to the cliff sides. This B class dam relies on its shape for its stability rather than its weight. It contains much less concrete than an A class dam and is cheaper to construct.

(4) Sometimes, as in the case of the Hoover Dam in the United States, an AB class dam is constructed. As its label implies, it combines features of the A and B class dams and uses both the shape of an arch and weight for stability. It appears as a curved version of an A class dam.

(5) In a wide valley, what is basically a modification of a B class dam may be built. It usually consists of a series of short arches supported by buttresses jutting out into the water on the downstream side. The arches slope at an angle of about 45° on the upstream face so that water bears down on the dam and helps to give it stability. Sometimes flat slabs of reinforced concrete are used instead of arches. This latter type represents a BX class dam and the multiple arch type is BY.

Classify the dams shown in the following diagrams. Write one of the symbols A, B, AB, BX, BY in the box in the top right-hand corner of each diagram. If the dam is of a type not described in the passage write X. Notice that the arrows on the diagram indicate the direction of the water flow.
The diagram: Figure 2 illustrates a trap for catching small animals for observation purposes. Use it to help you answer Questions.

4. Write a description of the trap.

You have 40 minutes for this task. Marks will be awarded for content and organisation of ideas, as well as for accuracy in English.

*Figure 2*

**Section (a) Trap open**
- Pieces of bait
- Hinge
- Heavy metal plate

**Section (b) Trap closed**
- Removable end made of glass or clear plastic
- Bait consisting of apples and fresh meat

**Outside view**
- Pieces of bait
- Trap door
- Holes
- Pivot pin
4.1

This picture is a trap for catching small animals. First, put a piece of bait on the trap door to make it run on the trap door. Second, put bait consisting of apples and fresh meat in the last of a trap. Finally, when it runs to eat a piece of bait on the trap door and pass hinge and pivot pin so trap door will be closed because weight of that animals is heavy than pivot pin then the animals will live in there like a prison and it can eat only bait consisting of apples and fresh meat so in the last it go to die.

13/25
5) Candidate C18

a) Result of AU Entrance Test
b) Result of JMB Test

Written English: 2 hours
Answer all questions

First Name _______ Last Name _______
Student ID# _______ Faculty _______

Score:
Question 1: 3
Question 2: 0
Question 3: 5
Question 4: 2

10/100
Question 1

Look at the map of Groome below. Imagine that you live in this town and that your friend is a stranger to the town. He is coming to stay in the hotel (marked X on the map) while he looks for a job and somewhere to live.

1A You have invited your friend to your house for dinner on his first evening in town which will be during the following week. Tell him how to get from the hotel (marked X on the map) to your house (marked Y on the map) by car. Your house is in the country where there are no street numbers so you will have to tell him exactly what the house looks like and its exact location.

1B Use the map to help you describe the town to him telling him about the hotel, what sorts of jobs are available and the best place to find somewhere to live.
Write the instructions for getting from the hotel to your house on this page.

In front of the Hotel, you turn left first and straight, you will turn right second right and straight, when can't straight you will turn right and straight until have three way junction, you will turn right and second home stay, turn right you can see this passing you home in front of Bell wood.

In this town have rivers, forest, railways and every thing did you want, but the home.
In the town have rivers, forests, railways, chain stations, and every thing did you want but the home is very far to city. When you go the city, you will drive a car because the city very far. When you stay in the city, I think you have a job. If you are doctor you can work in the News hospital. The hospital is coming soon. If you want to open the coffee shop, you can open it because in the city have many space and in front of this house have a space, you can sell on the space shops.
Question 2

A sharp turn in the River Zed encloses a peninsula of land known as Millton. Figure I shows the area as it was in the early eighteenth century and Figure II shows the area as it is today. Use the information in Figures I and II to help you answer question 2.

2A Compare and contrast Millton in the eighteenth and twentieth centuries.
2. A. Compare and contrast Milton in the eighteenth and twentieth centuries.

**Compare**
- aged in the Milton place
- River zed
- major street and some road

**Contrast**
- Big curve
- village
- many building
- boat yard
- Timber storage
- plan in the place
- many people move in the place

0
Read the passage *Dam Types* and answer question

**Dam Types**

*The sources of water today are much the same as they were thousands of years ago. We still rely mainly on rivers, lakes, springs and wells but now, we exploit them more extensively. We have increased the storage of natural lakes by building dams and have created new reservoirs by using dams to impound water in river valleys. Several factors have to be considered before deciding what type of dam to build and where to build it. They must be strong enough to resist the great pressure of the water that builds up behind them to form the lake upstream of the dam.*

1. In places where the underlying rock can withstand an enormous weight, an A class dam can be constructed. Such dams are made of concrete or masonry. Built in a straight line across a water course they resist pressure by weight alone.

2. In the few sites where there is a narrow gorge with strong walls, a curved concrete wall can be built across the river so that the force of the water is transferred to the cliff sides. This B class dam relies on its shape for its stability rather than its weight. It contains much less concrete than an A class dam and is cheaper to construct. A B class dam is much thinner than an A class dam and has basically perpendicular sides spreading a little at the base. In the case of an A class dam, however, though the profile of the upstream face is similar to the B class dam, the downstream face is built with a steep slope.

3. Sometimes, as in the case of the Hoover Dam, in the United States, an AB class dam is constructed. As its label implies, it combines features of the A and B class dams and uses both the shape of an arch and weight for stability. It appears as a curved version of an A class dam.

4. In a wide valley, what is basically a modification of a B class dam may be built. It usually consists of a series of short arches supported by buttresses jutting out into the water on the downstream side. The arches slope at an angle of about 45° on the upstream face so that water flows down on the dam and helps to give it stability. Sometimes flat slabs of reinforced concrete are used instead of arches. This latter type represents a BX class dam and the multiple arch type is BY.

5. I Classify the dams shown in the following diagrams. Write one of the symbols A, B, AB, BX, BY in the box in the top right-hand corner of each diagram. If the dam is of a type not described in the passage write X. Notice that the arrows on the diagram indicate the direction of the water flow.
The diagram: Figure 2 illustrates a trap for catching small animals for observation purposes. Use it to help you answer Questions.

4. Write a description of the trap.

You have 40 minutes for this task. Marks will be awarded for content and organisation of ideas, as well as for accuracy in English.

Figure 2

Section

(a) Trap open
- Removable end made of glass or clear plastic
- Heavy metal plate
- Hinge
- Pivot pin
- See-saw platform
- Bait consisting of apples and fresh meat
- Pieces of bait

(b) Trap closed

Outside view
- Pieces of bait
- Trap door
- Holes
- Pivot pin
4.1

The box have a food.

Trap open, you put a bait on the heavy. When animal walk pass center, see saw platform is close. When box is close, animal can't open. You can open side, heavy.

2/25
6) Candidate C28

a) Result of AU Entrance Test

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\[ G = 4 \]
\[ C = 16 \]
b) Result of JMB Test

Written English: 2 hours
Answer all questions

First Name C28 Last Name __________________________
Student ID# __________________ Faculty __________________

Score:
Question 1: 5
Question 2: 3
Question 3: 15
Question 4: 5

28/100
Question 1

Look at the map of Groome below. Imagine that you live in this town and that your friend is a stranger to the town. He is coming to stay in the hotel (marked X on the map) while he looks for a job and somewhere to live.

1A You have invited your friend to your house for dinner on his first evening in town which will be during the following week. Tell him how to get from the hotel (marked X on the map) to your house (marked Y on the map) by car. Your house is in the country where there are no street numbers so you will have to tell him exactly what the house looks like and its exact location.

1B Use the map to help you describe the town to him telling him about the hotel, what sorts of jobs are available and the best place to find somewhere to live.
1A Write the instructions for getting from the hotel to your house on this page.

You live in the hotel. You drive his car straight. You meet the first junction. You turn right. You drive straight. You will look on the fire station. Right hand. You looked the bridges behind you. You drive on the railways. You straight pass school and New Housing Site. And pass three junction. You up the bridges. The Bridges on the Rivers. You turn right. And you drive straight. You looked the Bridges. You up the Bridges and drive straight. You will pass chemical works. Left hand, and you pass the Bridges on the Railways. You drive straight. You will pass the town. Hills left hand and you take in left hand. You drive straight and you saw the site of new hospital. Right hand and a few minutes you saw the Beets Wood. Left hand. You will pass the Bridges on the Rivers. You saw two junctions. You turn left, and you saw four junction. In the village, you don’t take. You drive straight. Your home is on right hand.

4/10
Write your description of the town of Groome on this page.

If my friend move come to village I will give
my friend work. That teacher. My friend work at school
because my friends loved child and he liked teach student.
She very good and nice. I think her may by liked it.
And she should live in the hotel because the travel it's
convenient and not far. Important it's don't difficult.

0/5; ½; 0/5
Question 2.

A sharp turn in the River Zed encloses a peninsula of land known as Millton. Figure I shows the area as it was in the early eighteenth century and Figure II shows the area as it is today. Use the information in Figures I and II to help you answer question 2A.

2A Compare and contrast Millton in the eighteenth and twentieth centuries.
Compare and contrast Milton in the eighteenth and twentieth centuries.

**Compare:**

- Have the river zero same. And have the road.

**Contrast:**

The Milton have a improve. It's hope not same.

In the Milton 1970's have a boat yards, villages, timber storage, farmland, windmills and tracks, but now, the thing don't have because it's improve. In Milton 1970's have Elizabeth dock, William dock, Milton dock. Industrial zone, housing, dock property, and roads. In Milton 1970 new change. Villages in 1970's changes is dock property and Milton dock, timber storage. Changes is William dock and have the housing near William dock. The villages change is rail yards. And finally, the boat yards changes is industrial zone but some thing don't have.

3/25
Question 3

Read the passage Dam Types and answer question

*Dam Types*

(1) The sources of water today are much the same as they were thousands of years ago. We still rely mainly on rivers, lakes, springs and wells but now, we exploit them more extensively. We have increased the storage of natural lakes by building dams and have created new reservoirs by using dams to impound water in river valleys. Several factors have to be considered before deciding what type of dam to build and where to build it. They must be strong enough to resist the great pressure of the water that builds up behind them to form the lake upstream of the dam.

(2) In places where the underlying rock can withstand an enormous weight, an A class dam can be constructed. Such dams are made of concrete or masonry. Built in a straight line across a water course they resist pressure by weight alone.

(3) In the few sites where there is a narrow gorge with strong walls, a curved concrete wall can be built across the river so that the force of the water is transferred to the cliff sides. This B class dam relies on its shape for its stability rather than its weight. It contains much less concrete than an A class dam and is cheaper to construct. A B class dam is much thinner than an A class dam and has basically perpendicular sides spreading a little at the base. In the case of an A class dam, however, though the profile of the upstream face is similar to the B class dam, the downstream face is built with a steep slope.

(4) Sometimes, as in the case of the Hoover Dam in the United States, an AB class dam is constructed. As its label implies, it combines features of the A and B class dams and uses both the shape of an arch and weight for stability. It appears as a curved version of an A class dam.

(5) Sometimes, as in the case of the Hoover Dam in the United States, an AB class dam is constructed. As its label implies, it combines features of the A and B class dams and uses both the shape of an arch and weight for stability. It appears as a curved version of an A class dam.

Classify the dams shown in the following diagrams. Write one of the symbols A, B, AB, BX, BY in the box in the top right-hand corner of each diagram. If the dam is of a type not described in the passage write X. Notice that the arrows on the diagram indicate the direction of the water flow.
question 4

The diagram: Figure 2 illustrates a trap for catching small animals for observation purposes. Use it to help you answer Questions 4.

4.1 Write a description of the trap.

You have 40 minutes for this task. Marks will be awarded for content and organisation of ideas, as well as for accuracy in English.

Figure 2

Section

(a) Trap open

- Pieces of bait
- Hinge
- Pivot pin
- Heavy metal plate

(b) Trap closed

- Outside view

- Holes
- Pivot pin
- Pieces of bait
- Trap door

Removable end made of glass or clear plastic

Bait consisting of apples and fresh meat

See-saw platform
We are putting the trap because we want to catch small animals, but we should have food inside for the animal come to eating. It walked will press pieces of bait, and pivot pin, however, it’s walked down. The see-saw platform will down, and it’s looked food. So the heavy metal plate will closed. I think the animal it’s think same like that it’s toy, it’s walked come in box, because it think it’s fun but it’s dangerous. All a trap have pieces of bait, hinge, heavy metal plate, pivot pin, see-saw platform, bait consisting of apple and fresh meat, and removable end, made of glass or clear plastic. The food same, bait consisting of apples and fresh meat.

5/25