

# PARALLEL TESTS VIEWED FROM THE ARRANGEMENT OF ITEM NUMBERS AND ALTERNATIVE ANSWERS

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## ABSTRACT

### Abstract

So far, parallel tests have been constructed by rearranging the test item numbers and/or alternative answers. Therefore, this study aims to prove that parallel tests can be constructed by scrambling test item numbers and/or alternative answers. It used the experimental method with the posttest-only-non-equivalent-control-group design. Its population is the students of junior high schools in Yogyakarta City and the sample is 320 students of State Junior High School 8 Yogyakarta established using the stratified proportional random sampling technique. The instrument used is a four-response mathematics test consisting of 40 items. The test item numbers of the parallel test were scrambled from the highest to lowest number and so were the alternative answers from A to D and vice versa. The analysis of the items used the Classical Test Theory and the Item Response Theory (QUEST), while the analysis of the data used the item discrimination test and t-test. The result shows that there is no effect of scrambling the item numbers and the alternative answers on the item facility index. The result of the t-test shows there is no significant difference in the item facility index among the five parallel test packages: P1, P2, P3, P4, and P5. Even though there is no difference in facility index, based on the Classical Test Theory, there is a change in the category of facility index in P2, P3, P4, and P5 compared to that of P1, because P1 is the original set whose items are not good, where there are many too easy items.

Kata Kunci: *alternative answer, item arrangement, parallel test, rearrangement*