

ARTIFICIAL INTELLIGENCE BASED ENGLISH EXAM DEVELOPMENT AT MA DARUL ISTIQAMAH: AN ASSESSMENT AND TESTING PERSPECTIVE

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Abstract

The development of artificial intelligence (AI) opens new opportunities in the field of assessment and testing, particularly in development of faster, more adaptive, and documented exam questions. This study aims to analyze the process of developing AI-based English exam questions at MA Darul Istiqamah Barabai, from the planning stage to implementation. This research uses a qualitative approach with a case study design. Data were obtained through in-depth interviews with English teachers and curriculum staff, observations of the question development process, and analysis of documents such as outline, AI instructions, question banks, and validation results. Data analysis was carried out through data reduction, data presentation, and drawing conclusions. The results show that AI accelerates the preparation of outlines, item creation, distractor development, and language revision. During the planning stage, teachers design prompts and outlines to guide the AI output. During the implementation stage, AI generates multiple-choice and essay questions, which are then reviewed and refined by teachers. The validation process ensure appropriate linguistic aspects, cultural relevance, and appropriate difficulty levels for students abilities. While AI improves efficiency, challenges such as over generalization of content and inconsistent difficulty

Keywords: Keyword one; keyword two; keyword three; keyword four; keyword five - TNR, 10, single spacing, separate each word with a semicolon (;)

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The article should be between 2500-4000 words (*abstract, references, and appendixes are excluded*), single-spaced, in 10-point Times New Roman font, excluding references and appendixes. Use no indent for the first paragraphs, and do not leave a space between paragraphs.

The following paragraphs are indented on the first line 0.75cm. The main headings in the manuscript are INTRODUCTION, METHODS, FINDING AND DISCUSSIONS, CONCLUSION, REFERENCES, and, if any, appendixes.

The proportion of the INTRODUCTION is around 15-20% of the overall manuscript. In the INTRODUCTION, the author(s) must include the following elements:

1. the background of the study and research contexts,
2. literature review on theoretical and empirical textbooks and/or studies,
3. research gap, and
4. research objectives.

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4. data analysis

In this section, please provide the rationale for the selection of each element you have written.

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The findings and discussion section consist of a description of the results of the data analysis to answer the research question(s), and their meanings are seen from current theories and references of the area addressed. The proportion of this section is 40-60% of the total article length.

To support your presentation and arguments in the FINDINGS AND DISCUSSION section, you can use tables or figures, but the author(s) have to make sure that the presented tables and figures are relevant and

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Table 1

Number of Articles Published in CONAPLIN Proceedings from 2011 to 2016

Year	No
2005	7
2006	5
2007	5
2008	6
2009	6
Total	29

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Figure 1

Number of Subtheme Published in CONAPLIN Proceedings

Remember to introduce your tables and figures before they appear in the manuscript, and discuss your tables and figures from theoretical and empirical perspectives. Also, the author(s) have to provide alternative arguments and interpretations of the FINDINGS AND DISCUSSION from the manuscript's research context.

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ACKNOWLEDGMENTS

Indicate sources of funding or help received in carrying out your study and/or preparing the manuscript, if any, before the references.

REFERENCES (Examples)

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1. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html.
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- Stoneman, R. (2008). *Alexander the Great: A life in legend*. Yale University Press.
- Baniya, S., & Weech, S. (2019). Data and experience design: Negotiating community-oriented digital research with service-learning. *Purdue Journal of Service-Learning and International Engagement*, 6(1), 11–16. <https://doi.org/10.5703/1288284316979>
- Denny, H., Nordlof, J., & Salem, L. (2018). "Tell me exactly what it was that I was doing that was so bad": Understanding the needs and expectations of working-class students in writing centers. *Writing Center Journal*, 37(1), 67–98. <https://www.jstor.org/stable/26537363>
- Tatum, S. R. (2009). Spirituality and religion in hip hop literature and culture. In T. L. Stanley (ed.), *Encyclopedia of hip hop literature* (pp. 250-252). Greenwood.
- Samson, J. M. (2016). *Human trafficking and globalization* [Unpublished doctoral dissertation]. Virginia Polytechnic Institute and State University.

APPENDIX

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