

ABSTRACT

This study examined the psychometric characteristics of the Reading Comprehension section of the English Proficiency Test of Universitas Nahdlatul Ulama Purwokerto (EPTUNU) using Item Response Theory (IRT) with the QUEST program based on the Rasch model. The analysis focused on test validity, test reliability, item discrimination, and item difficulty, using response data from 55 test-takers who participated in EPTUNU administrations in 2025. The results indicated that the test demonstrated good construct validity, as evidenced by overall item fit statistics with mean Infit Mean Square (MNSQ) values within the acceptable range. The reliability analysis showed a high reliability coefficient of 0.91, indicating excellent measurement precision and stable score interpretation for institutional decision-making. Most items exhibited ideal or acceptable discrimination and a balanced distribution of easy, moderate, and hard difficulty levels, suggesting appropriate test targeting. Although a small number of items displayed weak discrimination or overfitting characteristics, these findings were interpreted as diagnostic rather than definitive due to sample-related influences. Overall, the findings support the validity and reliability of the EPTUNU Reading Comprehension test, while highlighting the importance of continued item refinement and further calibration using larger and more diverse samples.

Keywords: *English Proficiency Test, Item Response Theory, QUEST, Rasch model, reading comprehension, item analysis*