

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Evaluation is a common term in education. Ralph Tyler (1950) in Arikunto (2005:3) explains that evaluation is a process of collecting the data of the attainment of education purposes, in what parts and how far. Teachers as learning guider and facilitator evaluate their teaching results by giving their students test to measure their understanding in the material and to know their improvement after certain material is taught. Teachers evaluate their students to gain information whether the teaching and learning process is success or not. The teacher knows the strength and weakness of their teaching, and what need to be revised as well.

Paulina Rea and Kevin Germaine (1992), as cited by Ciptaningrum (2014:1) explained,

“evaluation is an intrinsic part of teaching and learning. It is important for the teacher because it can provide a wealth of information to be used for the future direction of classroom practice, for the planning of courses, and for the management of learning tasks and students.”

The statement implies that teachers need to do evaluation as the revision of their teaching in the classroom. The result of the students’ tasks measure the teachers’ teaching. Teachers know the students’ improvement, the success of teaching and learning process, and most importantly, they can use that for teaching guidance in the future by making good teaching planning strategy.

Test is a way to measure a person’s ability, knowledge or performance in a certain domain (Brown, 2004:3). He explains more that a well-constructed test provides an accurate measure for the test takers’ ability within a particular domain (Brown, 2004:3). This means that teachers as the test constructors should have ability to make a good test based on the students’ ability and are able to analyze it. They should give a test based on the materials they have already given. The teachers’ accuracy and carefulness in making the test give impact for the better quality of evaluation they make.

Indonesian Government by means of education ministry manages, coordinates, plans, and supervises education process for its development. Education evaluation is included in it. They arrange it in the laws of education and will be amended in a certain time based on the condition around. Based on section 1 verse (1), the Law of Education and Culture Ministry Number 53 year 2015 about assessment of learning outcomes by teachers and education units on elementary and secondary education,

“Penilaian Hasil Belajar oleh Pendidik adalah proses pengumpulan informasi/data tentang capaian pembelajaran peserta didik dalam aspek sikap, aspek pengetahuan, dan aspek keterampilan yang dilakukan secara terencana dan sistematis yang dilakukan untuk memantau proses, kemajuan belajar, dan perbaikan hasil belajar melalui penugasan dan evaluasi hasil belajar.”

(Permendikbud, Number 53 year 2015)

It can be concluded that assessment is one of important parts in teaching and learning. By learning assessment, teachers could get information/data on many aspects, such as attitude aspect, knowledge aspect and skills aspect. Moreover, the assessment is done systematically as planned and done to monitor the process, learning progress, and improvement of learning through the assignment and learning outcome evaluation.

Indonesian government implements nine-year compulsory education divided into two stages. They are in elementary school (SD) and junior high school (SMP) among young and middle age and monitor the quality of the development. Then, as the continuation, the next stage of learning is senior high school (SMA).

There are many tests which are given by the teachers. There are Daily Task, Weekly Task, Mid-Term Test, Final Test, And National Final Examination. They are differentiated by the material, level and the time of conduction. Here, the researcher discusses more about Mid-term test. Mid-Term test/Mid-term exam is an examination administered in the middle of an academic term, before semester test. It is conducted three months after the students get quarter material in one semester. Commonly, Mid-Term test conducted in many

schools in Indonesia is made by the subject teachers. In some schools, rarely they use the task made by a group of subject teachers or education institution.

Most teachers of any subjects are rarely analyzing the test they have constructed. Even they do not know the way of analysis and what points to be analyzed. They think that their work is enough in constructing and administering the test, then taking the result of the students after doing it. They do not care about the quality of the test, whether it is categorized as a good test or not. Moreover, experienced teachers tend to hunch the test they have constructed are good enough or even the best. If the teachers give attention to the test they constructed by doing analysis, they do not need to make it again in the next test period because the test has found the criteria of a good test.

Test item analysis is important to be done since the result can improve the item and test quality (C.McCowan, 1999:3). Statistics and experts' judgments are used in item analysis to evaluate tests based on the individual items quality, entire sets of items, and the relationship of each item to other items (McCowan and McCowan, 1999:3). In addition, Thompson & Levitov (1985) as cited by (McCowan and McCowan, 1999:3) stated that item analysis examines the items performance as considered by individually both in some external relation criterion and in relation to the remaining items on the test (Thompson & Levitov, 1985:163). It can be said that analyzing item test is a complete evaluation for a test for a better test construction in the future.

For a long time, there are no special laws and rules neither from education ministry nor from school's leader to do analysis of test items made by teachers. Some test item analysis data which available around, are test item analysis result conducted by researchers or experts who are wondering about the quality of the tests. Or only some teachers conduct the analysis and they can be counted.

Many experts characterize some characteristics of a good test in different criteria. According to Osman (2010:53), the characteristics of a good test are measured from the a) test objectivity, b) discrimination, c) comprehensiveness, d) validity, e) reliability, f) specification of conditions of administering, g)

direction of scoring and interpretation. Moreover, Gampper (2013:75) classified some criteria for testing a test are reliability, validity, authenticity, backwash, and practicality. Thereafter, OMERAD & Michigan State University Board of Trustees (2011:3) explained that qualities of all good tests are purposeful, valid, reliable, objective, comprehensive, differentiating, expected, instructive and useful. From those sources, it can be concluded that determining a test as a good test can be defined by some criteria. It depends on the test evaluators or test analyzers, what criteria they take.

MTs. Mathalibul Huda Mlonggo is one of favorite private Islamic junior high school located at Mlonggo, Jepara, Central Java. As the other schools, MTs. Mathalibul Huda Mlonggo conducts four compulsory tests in a year. They are Mid-Term test and final test in the first semester, and Mid-Term test and final test in the second semester. English Mid-Term test of this school, as the focused-study of the researcher here, is constructed by the English teachers.

Based on the problems stated above, the researcher decides to conduct a research entitle "*The Analysis of English Mid-Term Test Items Based on the Criteria of a Good Test at the First Semester of the Eighth Grade Students of MTs. Mathalibul Huda Mlonggo in the Academic Year of 2016/2017*". The researcher analyze the test items from three ways stated by Arikunto (2005:205). They are from (1) item analysis, (2) validity, and (3) reliability.

1.2 Problem Statements

Based on the background of the study as stated above and the topic chosen, there are some main problems are discussed here:

- a. How is the validity of English Mid-Term test at the first semester of the Eighth Grade Students of MTs. Mathalibul Huda Mlonggo in the Academic Year of 2016/2017?
- b. How is the reliability of English Mid-Term test at the first semester of the Eighth Grade Students of MTs. Mathalibul Huda Mlonggo in the Academic Year of 2016/2017?

- c. How is the difficulty level of English Mid-Term test at the first semester of the Eighth Grade Students of MTs. Mathalibul Huda Mlonggo in the Academic Year of 2016/2017?
- d. How is the discrimination power of English Mid-Term test at the first semester of the Eighth Grade Students of MTs. Mathalibul Huda Mlonggo in the Academic Year of 2016/2017?

1.3 The Objectives of the Study

According to the problem statements above, the objectives of this study are:

- a. To describe the validity of English Mid-Term test at the first semester of the Eighth Grade Students of MTs. Mathalibul Huda Mlonggo in the Academic Year of 2016/2017.
- b. To describe the reliability of English Mid-Term test at the first semester of the Eighth Grade Students of MTs. Mathalibul Huda Mlonggo in the Academic Year of 2016/2017.
- c. To describe the difficulty level of English Mid-Term test at the first semester of the Eighth Grade Students of MTs. Mathalibul Huda Mlonggo in the Academic Year of 2016/2017.
- d. To describe the discrimination power of English Mid-Term test at the first semester of the Eighth Grade Students of MTs. Mathalibul Huda Mlonggo in the Academic Year of 2016/2017.

1.4 Reasons for Choosing the Topic

There are many reasons why the researcher chooses this topic. There are:

- a. Teachers as test constructors are rarely or even never do analysis on tests they constructed. They are lack of care about the tests quality. They tend to hunch that the tests they constructed are already the best.
- b. The English Mid-Term tests items distribute at MTs. Mathalibul Huda Mlonggo are continuously constructed by the subject teachers which never been analyzed.

- c. Finding out the quality of the English Mid-Term tests items made by the English teacher of MTs. Mathalibul Huda Mlonggo in Academic Year of 2016/2017, considering the school is one of a favorite private school at Jepara. This can be proved from the number of students in each class. There are 9 (nine) groups of class in each grade and each class consists of 40 (forty) students. Moreover, this school became the runner up of Mathematic Olympic in Singapore in 2016.

1.5 The Significances of the Study

The writer expects this study gives some benefits in English test construction, in determining and analyzing it to be a good test. There are two kinds of benefits in this study, theoretically and practically.

a. Theoretical Significances

The result of this study hopefully can support the existing theory about learning evaluation and item analysis based on the criteria of a good test. The writer applies the theory of some criteria of a good test stated by an expert.

b. Practical Significances

1) For the Teachers

The results of this study hopefully can inspire teachers to evaluate and analyze the tests they construct. In addition, teachers can use this study as a reference when they want to analyze the quality of the test items they choose or they construct for a valid result of student's learning outcome. Seeing the fact, most of teachers stop on constructing and administering the test items. They do not continue the next step of evaluating and analyzing the test items they have constructed.

2) For the Researcher

Practicing and proving the knowledge of analyzing a test from the criteria of a good test as stated by a certain expert, which has been gained from classroom learning. Also, it can be used to prepare herself to be a teacher in the real field education.

3) For Other Researchers

This research can be used as a previous study for further research conduction in the same topic. Moreover, it can be used for analyzing the test item analysis from the criteria of a good test on other subjects.

1.6 Limitation of the Study

The researcher focuses on analyzing multiple choice questions of English Mid-Term test items of Eighth grader students of MTs. Mathalibul Huda Mlonggo in the Academic Year of 2016/2017.

1.7 Outline of the Study

This study is designed systematically below:

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