

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) the research problems, (3) the research objectives, and (4) the significance of the study.

1.1. Background

Teaching and learning process are two important things needed in education. Brown defines that teaching is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning (as cited in Fajrina, 2016, p. 8). Supporting that statement, Hidayati (2015) states that teaching can help and cause someone to know or to do something. Meanwhile, learning is something which takes place in the school or college and in the classroom (Prozesky, 2000). Rossum and Hamer (2010) state “Learning as the increase of knowledge” (p. 2). In brief, it can be assumed that teaching is the process of transferring, guiding, and sharing the material, knowledge and skills between the teacher and students and learning is knowledge or skill acquired by instruction or study.

After teaching and learning process, at the end of that process teacher needs and usually do the test. Sah (2012) defines “Test is a process that is administered to measure student’s ability to performance in a particular field in a certain limit time with some specific goal” (p. 29). Desheng and Varghese (2013) say that testing is one of an important element in teaching process because it shows the significant information about the development and accomplishment of student’s difficulties, styles of learning, and anxiety levels. Therefore, testing is a process to

assess and to get the information about how well students have mastered the courses which they have learned in a certain limit time.

Furthermore, Arikunto states that there are three kinds of tests; one of them is summative or semester test (as cited in Herima, 2014, p. 11). Fathony (2017) states that summative test is a test that usually administered at the end of the course to determine what students know and do not know about the material that given by the teachers. Supporting that statement, Tinambunan says that summative test is intended to show the standard that the students have reached at the end of a course or unit of instruction (as cited in Nofiyanti, 2011, p. 10). Therefore, summative or semester test is a test that given by the teacher to provides the information about student's knowledge, understanding, skills and capabilities within a certain periods.

In a semester test, teachers usually use two general categories of item type; include Multiple Choice (MC). Multiple choices become very useful and expedient assessment techniques and efficacious instruments to evaluate a large sample of students on a wide expanse of course contents and process objectives (Adebule, 2009). Multiple choices test are easy to grade, offer greater objectivity, can allow more content to be covered on a single test and most frequently used in educational testing. It has a question or problem, options and one correct answer. Thus, multiple choices are test used by the teachers in educational testing that consists of one best answer.

The arrangement of the test and item type, especially in multiple choices test is very important. In making a test, the teacher has to consider about the criteria of

a good test. Brown (2003) states that the two principles that stand out in support multiple choice formats are practicality and reliability. Furthermore, he also mentions that the appropriate selection and arrangement of suitable multiple choice items can be accomplished by measuring items against index of difficulty and discrimination power. Related to this, Alderson, Clapham, and Wall (1995) also mention the overarching principles that should govern test design are validity and reliability. However, there are teachers that make a test without any consideration with the characteristics of a good test. Adebule found that majority of the teachers do not give attention and expected consideration to the quality of the test or questions they set (as cited in Adebule, 2009, p. 585).

Related to the explanations above, the same problem also happened at some junior high schools of Tanjung Batu. From the information obtained, it was found that teachers of English in SMPN 1 Tanjung Batu, SMPN 2 Tanjung Batu and SMP Az-Zawiyah Tanjung Batu are unfamiliar with terms of the characteristics of a good test. Even they know about that it just some of them not all. They make test or questions but they did not consider towards all of the characteristics of a good test. Also, the teachers of English rarely even never doing the try out towards the test made by them before they give the test in semester test. Therefore, they just know about the result (score) of the test and do not know about the quality of the test or questions made by them.

In this study, I decided to conduct the research at SMPN 1 Tanjung Batu. I choose SMPN 1 Tanjung Batu because it was based on the phenomenon obtained from the informal interview with teacher of English in SMPN 01 Tanjung Batu. I

found the information from the teacher in there if the English semester test made based on the syllabus and what the students have learned from their book (When English Rings A Bell) almost given without the try out inside and outside the school (SMPN 01 Tanjung Batu). Also, the English teacher was unfamiliar with the requirements standard of a good test. Therefore, the teacher did not know whether the test has good quality or not. Another reason why I want to conduct the research in SMPN 01 Tanjung Batu is because I have close relationship with the teachers and students in there when I conducted my teaching practice. Creswell (2012) states “Closely related are the personal experiences of our lives that provide sources for researchable problems” (p. 68). Therefore, it will make me easier to get the data or documents and doing the research at SMPN 01 Tanjung Batu.

Several related studies had been conducted to analyze this problem. Putri (2015) found that validity of English semester test items administered at the first year of SMK Negeri 1 Gedong Tataan in 2012/2013 academic year was categorized as good and the reliability was low. Furthermore, the discrimination power showed there were 10 poor items, 24 satisfactory items, and 12 good items. There was one excellent item on this achievement test and 3 items were negative discrimination. In addition, regarding the level of difficulty, there were 25 items which should be revised and the number of semester test items that can be used was 22 items. The quality of options also needs to be revised.

Furthermore, Astuti (2013) found that the teacher made English mid-term test for twelfth grade students of the odd semester 2012/2013 of SMKN 1 Kudus

has less face validity and content validity. While the index of difficulty and discrimination power was not good enough. The test items must be revised because it cannot separate the more and less able students. Then, the study had been conducted by Sa'adah (2017) of English mid-term test items of MTs Mathalibul Huda Mlonggo showed that the face validity was bad, content validity, reliability, difficulty level was categorized into good and discrimination power was bad. In addition, Mayangsari (2009) found that the content validity, index of difficulty and discrimination power of teacher-made English test items in second semester 2008/2009 for the first year students of SMA 2 was poor and need to be revised.

Regarding the problems above, it was necessary to find out the quality of English semester test. It showed whether the English semester test items meet the requirement standard of a good test or not. Therefore, this study was focused on analyzing the face validity, content validity, construct validity, reliability, practicality, index of difficulty and discrimination power of English semester test in the form of multiple choices at SMPN 01 Tanjung Batu entitled "*An Analysis of English Semester Test Items for the Second Grade Students of SMPN 01 Tanjung Batu.*"

1.2. Research Problems

Based on the general background above, this study aimed to answering the following questions:

1. How do the English semester test items meet the requirements standard of a good test?

- a. How is the face validity of English semester test items in SMPN 01 Tanjung Batu?
 - b. How is the content validity of English semester test items in SMPN 01 Tanjung Batu?
 - c. How is the construct validity of English semester test items in SMPN 01 Tanjung Batu?
 - d. How is the reliability of English semester test items in SMPN 01 Tanjung Batu?
 - e. How is the practicality of English semester test items in SMPN 01 Tanjung Batu?
 - f. How is the index of difficulty of English semester test items in SMPN 01 Tanjung Batu?
 - g. How is the discrimination power of English semester test items in SMPN 01 Tanjung Batu?
2. What are the factors that cause the difficulty of the students in answering the test?

1.3. Research Objectives

The objectives of the study are:

1. to describe whether the English semester test items meet the requirement standard of a good test.
 - a. to describe the face validity of English semester test items in SMPN 01 Tanjung Batu.

- b. to describe the content validity of English semester test items in SMPN 01 Tanjung Batu.
 - c. to describe the construct validity of English semester test items in SMPN 01 Tanjung Batu.
 - d. to describe the reliability of English semester test items in SMPN 01 Tanjung Batu.
 - e. to describe the practicality of English semester test items in SMPN 01 Tanjung Batu.
 - f. to describe the index of difficulty of English semester test items in SMPN 01 Tanjung Batu.
 - g. to describe the discrimination power of English semester test items in SMPN 01 Tanjung Batu.
2. to know the factors that causes the difficulty of the students in answering the test.

1.4. Significance of the Study

The study is hoped to give much significance for many parties. First of all, by this research, it helps the English teachers to construct, organize, develop, or select a good test for their students. Then, the English teachers can try out the test before they give the test to their students. It can help the teacher to know if it is the test is based on the good criteria or not. The good criteria were about face validity, content validity, construct validity, reliability, practicality, index of difficulty, and discrimination power. If it is the test is based on the good criteria, teacher can use the test for their students, even they also can use for the next. On

the contrary, if the test not fulfills the requirement standard of a good test, teacher has to revised or don't use it again to the next.

The study was also expected to be beneficial for future research in which it can be one of the references related to analyze in the same field. It is hoped that the further researchers can investigate and of course to analyze more deeply about the analysis of English semester test items in. The result can help the next research to analyze how the face validity, content validity, construct validity, reliability, practicality, index of difficulty, and discrimination power in the English semester test items. It can make the English semester test items can be better in the next time based on the requirements standard of a good test.