

CHAPTER I

INTRODUCTION

A. The Background of the Study

English education, especially at school supposes to be able to have output students that have good English skill. But the reality shows that there are not many students having good English skill after they graduated. There are many aspects that can affect the students' ability. The primary aspect is the teaching-learning process itself. One of the process is testing. Students' ability as the result of the teaching-learning process is determined by a test. Test is used to determine how far the ability of the students is. A good test can determine the students' ability accurately. It is expected that a teacher should have the ability to arrange a good test items. The availability of good test items is very important. The quality of the test items influences strongly the adequacy of the overview of students' condition and the accuracy of the remedial actions needed to obtain maximum preparedness in the future. Test that conducted at school can be formative or summative test. According to Hughes (2003:5), "Assessment is formative when teacher use it to check on the progress of their students, to see how far they have mastered what they should have learned. While summative assessment is used at the end of the term, semester, or year in order to measure what has been achieved both by groups and by individuals."

The question is how can we know that the test has good quality? The quality of the test items can be identified by conducting evaluation. Teacher should also have the ability to evaluate the teaching learning process that had been done.

Evaluation has an important role in education as well as in teaching and learning process because by evaluation the outcome of the learning activity can be known, and from the outcome teacher can decide the follow-up that should be done. From evaluation teacher knows what things that need to be improved, so in the future, the teaching-learning process could be better. Teacher's ability in evaluation will be very beneficial when the teacher doing evaluation of students' learning output in the form of test.

A method that usually done to evaluate test items is item analysis. The quality of the test items can be determined by doing test item analysis based on the results of the test. Item analysis is essential in improving items which will be used again in later tests. It can also be used to eliminate misleading items in a test. Kubiszyn (2003:197) states that item analysis can be used to identify items that are deficient in some way, thus paving the way to improve or eliminate them, with the result being a better overall test. There are three characteristics that usually determined for a test and it can be found by analyzing it. First is item facility or item difficulty, which indicates how difficult or easy an item is. Second, item discrimination which tells how well the items in separating the higher students to lower students. Third, distractors efficiency that indicates how effective each option for items.

Unfortunately, teachers do not usually check on the effectiveness of their tests. This is probably because teachers (1) do not always understand the importance of accurate evaluation, (2) are not aware of the methods of analyzing tests, or (3) feel that test analysis is too time-consuming (Mehrens, 1991: 160).

SMPS Letjen S Parman Medan conducted a test at the end of the first semester in academic year of 2018/2019. The test was arranged by the major teacher by herself and the test was never been analyzed before, so the quality of the test was never known. As the preliminary observation, researcher did a short interview with the English teacher. The script of the conversation is showed below.

R: What is the type of test that used in the summative test?

T: The test that I use is multiple-choice and essay test. It consists of forty five multiple-choice questions and 5 essays.

R: Where is the source of the test? Does teacher made the test by themselves?

T: Yes, the test is made by teacher, but not all of the items purely made. Some of the items are modified randomly from the textbook. For example I pick a question from the textbook, then I changed the subject, to be and/or the verb.

R: Have you ever check the quality of the test? Or maybe did something relevant to check the effectiveness of the test that you made?

T: Never.

R: Are you aware of the terms that called item analysis?

T: I'm not sure.

R: If you know the method to evaluate the test, do you have a willing to do it after performing the test?

T: I'm not sure. Maybe I will do once or twice if I have time, but I will not always do it, because teacher usually very busy especially the moment after final test.

As the data shown above, researcher found that the teacher doesn't fully understand the importance of having a good quality test. And it's also understandable that evaluating the test is not a priority to the teacher. However, it

is very crucial to have a good quality test because a good quality test can determine the students' skill more accurately. In line with this, Risydah (2014) found that English first-term test of the seventh grade students SMP Muhammadiyah 10 Yogyakarta was poor and need to be revised. Furthermore, Setiyana (2016) found that summative tests for English at MAN Boarding School Meulaboh I was poor. Then, Simanullang (2017) found that most of the items of the English teacher-made test at the seventh grade of SMP N 4 Medan need to be revised.

Considering that issue, researcher was interested in evaluating the English summative test for ninth grade students of SMPS Letjen S. Parman Medan. The test will be evaluated based on item analysis referring to Brown (2003). Hopefully the test can be improved and will be more effective for further use.

B. The Problems of the Study

The problems of the study in this research are:

1. What are the indices in evaluating English Summative test based on item analysis?
2. How is the quality of English Summative test for ninth grade students of SMPS Letjen S Parman Medan based on item analysis?

C. The Objectives of the Study

The objectives of this research are:

1. To explain the indices in evaluating English Summative test based on item analysis.

2. To find out the quality of English Summative test for ninth grade students of SMPS Letjen S Parman Medan based on item analysis.

D. The Scope of the Study

The scope of this study is item analysis which covers item facility, item discrimination, and distractor efficiency of the English Summative test for ninth grade students of SMPS Letjen S Parman Medan in academic year 2018/2019 in the first semester. The test consists of forty five multiple-choice questions and five essays, but this study is limited to analyze the multiple-choice questions only.

E. The Significance of the Study

The result of this study is expected to be useful both theoretically and practically.

1. Theoretically

Theoretically, the result of this study is expected to provide the information to the researcher especially, and English teacher/institution about how to analyze test items in terms of item difficulty, item discrimination, and distractor efficiency. And also can be considered for further research.

2. Practically

Practically, the result of this study is expected to be useful for English teachers or test makers to understand about how to evaluate their teaching and learning process, and measure their success in teaching. It is hoped that the teachers increase their knowledge about a good test. So, they can create a good test in learning process and the end of teaching as evaluation. For the further researchers, the findings of this research are expected to be a starting point for conducting research especially on English evaluation which is still rare.