

CHAPTER I

INTRODUCTION

A. The Background of the study

In teaching learning activities, test has an important for the teaching and learning. The results of teaching without evaluating or testing will be useless, because testing help to show the achievement of the objective of education. From the result of the test, It can be seen whether the teaching learning process was successful or not. Heaton (1988:5) states that, both testing and teaching are related with each other that it is impossible to work in the field without being constantly concerned with the other. It is cleared that relation between testing and teaching can't be ignored. Teachers, students, and school want to know their effort to achieve the educational objectives whether successful or not. They will be satisfied if their effort are successful. But if their effort unsuccessful so they will change their ways.

Test is used as instrument of the assessment in education. It has important role to measure the achievement the students. Because It was important in teaching, the test maker or test constructor should be able to construct a good test. Teachers who construct a good test will give a good contribution to student's education. On the other hand, teachers who have lack of skill in constructing a good test will give less contribution or might even make student's education become worst.

Good English test also help students learn the language by requiring them to study hard, emphasizing course objectives, and showing them where they need

to improve. For the teachers, the test plays several important roles, such as to provide insight into ways of improving the evaluation process, and to provide means of diagnosing their own efforts if they have taught effectively.

According to David (1969:1), there are two categories to make test. They are standardized test and teacher-made test. Standardized test is a test which is made by professional testing services that the test is tried on first, analyzed, and revised before being used. That definition leads him to state that the teacher-made test has average or lower reliability than standardized test. The examples of teacher-made test are *UTS (Ujian Tengah Semester)* or mid test and *UAS (Ujian Akhir Semester)* or the final test which is nowadays known as *UKK (Ujian Kenaikan Kelas)*.

However, nowadays teachers rarely conduct a test analysis which is characteristic of a good test. It involves validity, reliability, index of difficulty and also index of discrimination and distractor of their test items after giving test to the students (Azwar, 2000:15). Test analysis was an activity needed to be done to achieve the quality of test. So the test given for students must be of good quality. The quality of a good test has some good characteristics. Those characteristics are: validity includes face validity and content validity, reliability, and item analysis include index of difficulty, index of discrimination and distractor. The teacher must have good skill in constructing the test, so the test that they have made based on the material which they have taught in the class and based on the characteristics of a good test.

Moreover, assessment will improve the teacher's way of teaching and find many strategies to explain their lesson. To determine the students' position based on

their performance, competence. And to get information or data students' achievement. Assessment encourages students to get best performance and achievement. It is to find success and unsuccessful factors of students' in follow educational programed.

Based on the interview with Mei Lidya Siregar, S.pd as the English teacher of the school. Sometimes the test was taken from the books or LKS, the past exercise, and sometimes from internet. So that the quality of the test can not be known. Thus, it is still the questioned whether the test is appropriated with curriculum or whether the test is too difficult or too easy so that it will not discriminate the students' ability and whether the distractors of the test is good or not.

Therefore, the quality of the test exercises needs to be analyzed. Whether the criterion of validity, realibility, Items analysis include index of difficulty, and index of discrimination have been fulfilled. Besides, it is also necessary to know how far the ability of students toward basic competence which must be achived by the students in that semester.

Considering the explanation above, this study focuses on an analysis of the teacher made English MID test item for 2015-2016 academic years for seventh graders of SMP N 4 Medan concerning study about the validity, reliability, and items analysis includes index of difficulty, and index of discrimination. The form of test used is the multiple choice form.

B. The Problem of Study

How is the quality of teacher made English MID test items for academic 2015-2016 for seventh graders of SMPN 4 Medan?

C. The Objective of Study

To find out the quality of teacher made English MID test items for academic 2015-2016 for seventh graders of of SMP N 4 Medan.

D. The Scope of Study

The scope and limitation of this study is English MID test for seventh graders of SMPN 4 Medan. The test is made by group of English teacher in SMP N 4 Medan. The test consists of fourty multiple choice questions. In this study the researcher will focus on the quality of teacher made English MID test items based on characteristic a good test include validity, reliability, and items analysis (index difficulty, and index discrimination).

E. The Significance of Study

In conducting this research, the researcher hopes that this research has benefit theoretically and practically to the readers.

1. Theoretically

Theoretically, the result of this research gives is as a base study for the teachers to show the quality of English MID test items and the theory is able to use for the reader. And the study can used to previous study of item analysis of english teachers' made test to give easier to the other reseachers.

2. Practically

Practically , the first reseacher hopes that the result of the item analysis can be benefit for english teacher or the test makers to improve their competences to make a good test items and also to improve their teaching and learning activities in the classroom. The second, the students should be careful in reading, analyzing and answering the test given them. If they found statements or qustions that are vague, the students can ask the teacher.

