

CHAPTER I

INTRODUCTION

A. Background of the Study

The test is among the instruments used to assess learning evaluation activities. Magdalena (2020) stated that a test is usually used to evaluate students' abilities or achievements in the cognitive scope, for example, knowledge, understanding, analysis, synthesis, and evaluation. The test must be made logically and rationally regarding any subject matter that should be tested as important knowledge material that needs to understand by the student. The test must have a level of difficulty that adjusts to the student's characteristics. Arikunto (2013) stated that an excellent test as a measuring tool must meet the test requirements, namely validity and reliability. But in fact, as Magdalena (2020) said, most of the teachers ignore this and take questions from pieces of material in the textbooks and other sources such as the internet, LKS, etc. Students' understanding of essential knowledge must be known and understood without knowing whether the questions are correct. Even the difficulty level of the item test is not according to the students' characteristics.

The same thing was also found from interviews conducted with the teachers at SMP Negeri 3 Doloksanggul showing that when giving tests to students, the teacher didn't consider several things such as the test's purpose to measure which indicators and what the next actions. In

otherwords, the teacher cannot develop the test instrument properly and still has not used the test results analysis to improve the learning process. Moreover, the teacher sometimes uses the two-tier multiple-choice test to measure students' understanding. The teacher gives students two-tier multiple-choice questions, with the second level asking them to explain why they chose certain answers on the first level.

Here is the evidence of the Two-Tier Multiple Choice that the teacher uses and is unsuitable for the indicators.

Task

Read the text below. Then select the correct answer and give reasons for each answer you choose in the blank space.

Blue Whale

Blue whales are not only the biggest whale on the planet today. The blue whale is the largest animal that has ever lived on Earth. Some species of blue whales are very large. They are enormous, much larger than any of the dinosaurs. The blue whale is a sea-living mammal.

1. What is the title of the preceding text?
 - a. Panda
 - b. Bats
 - c. Blue whale
 - d. Lion

Reason:

The multiple-choice test above is not suitable for the indicators in the lesson plan, where the indicators require students must read and comprehend the text's message. However, in this question, students can answer the question directly without reading or understanding the contents of the text first. Suwanto (2013) stated that to understand the reasons given by students, teachers must provide different assessment instruments for the first and second levels. In addition, teachers must also provide different assessment instruments for tiers one and two. Therefore, the test became more complicated for the teacher to assess.

A two-tier multiple-choice test is used to assess students' reading abilities. Treagust (1988) stated that two-tier multiple choices are developed from the traditional multiple-choice. The test is typically divided into two sections; the first consists of a multiple-choice content question with two or three answers. Each instrument test's second section contains four possible explanations for the first section's answer. (Adodo 2013) also stated that a multiple-choice question test is a multiple-choice test with two levels. The first level is analogous to traditional multiple-choice questions associated with knowledge statements. In contrast, the second tier is also presented in multiple choices, which encourages the student's critical thinking and reasoning in choosing the answer in the first tier.

However, Shidiq (2014) stated that because of a lack of time and knowledge about the development of this test, many teachers still do not

prepare their version of the two-tier multiple-choice instrument test. To be pushed beyond student knowledge capacity, pupils must develop higher thinking skills such as critical thinking, decision making, and problem-solving. Therefore, Teachers must learn and practice these skills as well. Nahadi (2014) also stated that teachers frequently use two-tier multiple choices. The two-tier multiple-choice test instrument is easier to implement and score compared to other diagnostic tools, thus providing more benefits for teachers in the classroom.

Based on the observation in SMP Negeri 3 Doloksanggul, there are some data on students' scores and KKM in the reading report text. The data shows that the students' scores in reading report text using two-tier multiple-choice are relatively low under the KKM because the second level asks students to write down the reasons for choosing certain answers at the first level. This can be seen from the average value of students. The average of students reading report text-ability is 49 while the KKM is 70, which means that all students didn't pass the KKM in reading. The students do not understand the text's content and are less able to understand the questions. Some students only acknowledged the outline of the text content and required a significant amount of time to comprehend the sentence. When given multiple-choice questions with ten items, most of the students answered half of the questions correctly even though they did not understand the contents of the text. They didn't rationalize why students chose the answer in the first tier. This situation can happen

because the questions given are multiple-choice, and students have the opportunity to answer the question correctly by guessing the answer.

Tuysuz (2009) stated that measuring students' understanding using multiple choices with five choices shows a 20% chance of correctly guessing the answer. The possibility of guessing this answer can be decreased by giving multiple choices accompanied by reasons to the students, where the opportunity for students to think the answer correctly is less. However, when students are given multiple choice questions accompanied by reasons, student responding to a question with five choices in the first tier and accompanied by reasons in the second tier has only a 4% chance of randomly correct guessing.

Furthermore, the researcher also asked the teacher's opinion based on the teacher's experience in teaching whether using various tests to measure students' understanding. The teacher said they usually used the textbook or module questions to test the students' ability to read report text. The tests in the textbook vary, but it is infrequent to find tests in multiple-choice forms, especially for reading tests. It makes students less understanding of reading report text because most of the tests in the textbook about this material focused on the structure of the text and students' writing skills.

Many studies have been conducted using a two-tier multiple-choice test developed for various subjects. One of them is research written by Melayu (2016), which uses this test to promote students' reading comprehension. The study aims to make students struggle more with

answering the questions. According to the findings of this study, a two-tier multiple-choice test is an excellent tool for assessing the reading comprehension of senior high school students.

In further research, Rintayanti (2020) developed a multiple-choice test for elementary students using two-tier multiple choice. This study aimed to see if a two-tier multiple-choice test designed to assess Indonesian elementary students' high-order thinking abilities (HOTS) on science concepts like force, motion, and energy was feasible. This study concludes that the developed two-tier multiple-choice test is feasible for senior teachers and users for measuring high-order thinking skills in the concepts of force, motion, and energy in elementary schools.

This test has been developed by several experts previously for various subjects. From the results, it can be seen that this test can reduce students' chances of guessing the answer correctly. However, this test has not been developed for reading report text material. Reading report text is one of the types of text studied in ninth grade, and the teacher does not yet have the right test to measure students' reading ability. This study aims to develop a test for reading a report text. So, a test that can be used to measure students' reading comprehension was required to determine the level of student abilities in reading report text. Therefore, the test that had developed was a test that can measure students' understanding of reading report text, and this test will also encourage students to think critically. Thus, researchers are interested in conducting research based on the

context of this problem that develops a test instrument to measure students' reading report text. The test that develops hopefully contributes to helping the teacher assess the students' reading skills.

B. The Problem of the Study

To develop the reading report text tests for ninth-grade students. The existing tests from the teacher should properly be designed in the form of two-tier multiple-choice. From the background of the study above, the problem is, "How are reading tests for report text developed based on Two-Tier Multiple Choice for the ninth grade of SMP Negeri 3 Doloksanggul?"

C. The Objective of the Study

This research aims to develop a test for reading report text based on the Two-Tier Multiple Choices test for the ninth grade of SMP Negeri 3 Doloksanggul.

D. The Scope of the Study

The limitations of the development of the test instrument to measure students' skill in reading report text at SMP N 3 Doloksanggul are as follows:

1. The test instrument is limited to English material for grade IX with the main sub-topic of reading report text.
2. The reading report text developed was about people, animals, objects, natural phenomena, natural and social phenomena, and events.

3. Instrument Two-Tier Multiple Choices test developed is more focused on measuring students' cognitive abilities.
4. The test was administered in a two-tier multiple-choice test, with students answering multiple-choice questions and providing reasons for their answers, which were also presented in a multiple-choice format.

E. The Significances of the Study

The importance of this research was divided into two categories: theoretical and practical. Theoretically, this research will provide more information about junior high school students' development tests for two-tier multiple-choice reading tests.

In the meantime, in terms of students, this research can provide a challenge to work on problems in a new form but can still measure students' cognitive abilities. The teacher can increase insights about the two-tier multiple-choice test instrument, especially in reading report text material. It can create a new perspective on evaluating English learning. As well as the information obtained by the researcher can also direct the teacher to use and be able to develop their test instrument for the researcher to gain insight, especially in the field of education, by developing this two-tier multiple-choice test instrument on other discussion materials in English.