









the quality of the test made by the teacher is doubtful, because the test unanalyzed by the other. It is still to be questioned whether the test is valid and reliable or not since teachers seldom analyze and revise the test they made. Teachers prefer use a unanalyzed and unrevised test items. It is supported by Arikunto, that teachers rarely use an analyzed and revised test items. Knowing this fact, the validity and reliability of the teacher made test is doubtful. It can be low or even unknown. Knowing this fact, the teacher should analyze their test so that they can know which items can be used or which items should be revised. Based on the fact above, the quality of teacher made test is investigated.

There are some studies taken before, concerning the content validity, reliability, index of difficulty, and index of discrimination. This study also analyzes this elements, but it is different from those previous studies. The differences are: this study uses the English curriculum to analyze the content validity, this study analyzes two forms of objective test, multiple choice and completion test, and also the object of this study is the first year students of senior high school.

This study is focus an analyzing the teacher made English test items in *UAS* semester 2 2008/2009 of the first year students of SMA Muhammadiyah 2 Sidoarjo concerning study about the content validity,











