CHAPTER I

INTRODUCTION

1.1 Background of the study

In teaching learning activities, testing has an important role. 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 can be seen the teaching learning process is successful or not. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other.¹

It is clear that relation between testing and teaching can't be ignored. Teachers, students, and school want to know their effort to achieve the educational objectives are 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 to provide information concerning not only with the individual students performance, but also with the effectiveness of teaching

¹ Heaton, J.B. 1988. *Writing English Language Test*. New York: Longman.pg.5

learning activities. And test is one type of measurement is used to measure student's behavior goal of instructions. For teachers, a test is used to measured the effectiveness of teaching learning activities.

That the classroom test is concerned with evaluation for the purpose of enabling teachers to increase their own effectiveness by making appropriate in their teaching to enable of the students in class to benefit more.²

And test is used to selection of the students to enter to the next level, a test will show the student competent or not to enter to higher level.³ That the test may be made to determine whether or not they should enter the program or the test is made to determine whether or not the students are ready to continue the level.

Besides the purposes above, test is also used to diagnose the strength and weakness area of the students⁴, the test is qualified enough, the teacher will know the strength and the weakness of their students. To

² Heaton, J.B. 1988. *Writing English Language Test*. New York:

Longman.pg.6

³ Bachman, Lyle F. 1990. Fundamental Considerations in Language Testing. USA: Oxford University Press.pg.58

⁴ Arikunto, Suharsimi. 2003. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : PT. Rineka Cipta.pg.10

knowing the students weakness, the teacher to solve the student's problem. The same opinion with Arikunto, that a good classroom test will also help to locate the precise areas of difficulty encountered by the class or by the individual student.⁵ Therefore, it is necessary for the teacher to know their student's weakness and difficulties.

Because testing is important in teaching, teachers as a test constructor should be able to construct a good test. Teachers who construct a good test will give contribution to students 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. The test will fulfill the purpose of testing if it has the characteristic of a good test. There are many ways to know the quality of a good test.

From those evaluation experts, each expert mentions both validity and reliability. It can be said that both validity and reliability are the important thing for good test quality.

There are two kinds of test, classification of the test from types of the test according to the test role and types of the test according to the test maker. In standardized test, the test is made by professional testing services

⁵ Heaton, J.B. 1988. Writing English Language Test. New York: Longman.pg.6

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that the test is tried on first, analyzed, and revised before being used, the

example of this test is *UAN* and *SPMB*.

Standardized test is design to be used with thousands and

sometimes hundreds of thousands of subjects throughout the nation or the

world, and prepared (and perhaps administered, scored, and interpreted) by

a team of testing specialists.⁶

However, in the teacher-made test, the test is made by the teacher

self or group of teachers without being tried on first, analyzed, and revised.

Teacher made test is a test made by the teacher himself or group of

teachers using untried out, unanalyzed, and unrevised test items.⁷ Since the

test is prepared, administrated, and scored by one teacher without being

tried out, analyzed, and revised, the reliability of the teacher made test is

considered to be low. The teacher made test has mid or lower reliability

than standardized test. As the result, the test is far from the expectation..

UAS and *UTS* are the examples of the teacher made test.

Teachers as a test constructor should be able to construct a good

test for their students. A good test should be valid and reliable. Moreover,

⁶ Harris, David P. 1969. Testing Language as a Second Language. USA:

McGraw-Hill.pg.2

⁷ Arikunto, Suharsimi. 2003. Prosedur Penelitian Suatu Pendekatan

Praktik. Jakarta: PT. Rineka Cipta.pg.144

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,

reliability, item difficulty, and discrimination index. The form of test used is the multiple choice and completion form. Here, the teacher does not use standardized test but the teacher made test. It means that the test is prepared, administrated, and scored by the teacher himself or herself. So, the teacher made English test items in *UAS* semester 2 2008/2009 of the first year students of *SMA* Muhammadiyah 2 Sidoarjo are analyzed, whether it is really constructed in a right way, following the right principles or not.

1.2 Statement of the problem

Based on the background of the study above, the questions of the problem are formulated as includes:

- 1. How is the content validity of the teacher made English test?
- 2. How is the reliability of the teacher made English test?
- 3. How is the index of difficulty of teacher made English test?
- 4. How is the index of discrimination of the teacher made English test?

1.3 Objectives of the study

Based on the statement of the problems stated above, the objectivities of the study are stated as follow:

- To find out the content validity of the teacher made English test items in *UAS* semester 2 2008/2009 of the first year students of *SMA* Muhammadiyah 2 Sidoarjo.
- To find out the reliability of the teacher made English test items in
 UAS semester 2 2008/2009 of the first year students of SMA
 Muhammadiyah 2 Sidoarjo.
- 3. To find out the index of difficulty of the teacher made English test items in *UAS* semester 2 2008/2009 of the first year students of *SMA* Muhammadiyah 2 Sidoarjo.
- 4. To find out the index of discrimination of the teacher made English test items in *UAS* semester 2 2008/2009 of the first year students of *SMA* Muhammadiyah 2 Sidoarjo.

1.4 Significances of the study

This study is expected to be useful for:

1. The English teachers

This study is expected to be useful for the teachers of *SMA* in Sidoarjo as the test constructor of the test items in constructing a good English test so that they can construct good English test items in the future and can decide which items should be kept and which items should be revised so that the test becomes valid and reliable.

2. The students

For the students, this kind of test will show their real achievement in their learning. The students will also know their ability when they do the test in a right way. Knowing the result of their test, they will know how far do they understand the lesson and know whether they deserve to enter the next level or not.

3. Those who are involved in the teaching learning process

The findings of this study can be used to determine the effectiveness of teaching learning process at schools and districts by making a comparison with other schools or districts. This findings is also can be used as valuable information to construct a

good test and can be used as comparison between the item analysis in one school with another.

1.5 Scope and limitation

The scope and limitation of this study is the English final form of test (UAS) for the first year students of senior high school. In this study, the quality of the multiple choice items and the completion items are discussed based on the student's answers and scores. The test consist of fifty problems which contain fourty-five multiple choice items and five completion items. The variety of test type is used to get an objective result. Here the student's answers and scores of the first grade of *SMA* Muhammadiyah 2 Sidoarjo are observed.

1.6 Definition of key terms

Avoiding misunderstanding and misinterpretation the terms is used in this study, the following definitions are given:

1. Content validity

Content validity is a careful analysis of the language being tested and of particular course objectives.

2. Reliability

The reliability of a test is a matter of how consistently it produced similar results on different occasions under similar circumstances.

3. Item analysis

Item analysis is an examination of the tests from the point view of their difficulty level and their level of discrimination.

4. Item difficulty

The index of difficulty shows how shows how easy or difficult the particular item proved in test.

5. Discrimination index

The discrimination index of an item indicates the extant to which the item discriminates between the tastes, separating the more able testes from the less able.

6. Test

The examination or trial of the quality of a person or things; examine and measure the qualities of person or the knowledge.