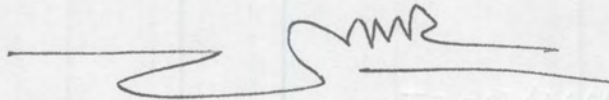


APPROVAL SHEET

This thesis by Abidatul Khoiro entitled "*An Analysis of Teacher-Made English Try-Out Test for National Examination 2010-2011 for the Third Graders of MAN Sidoarjo*" has been approved by the thesis advisors for further approval by the Board of Examiners.

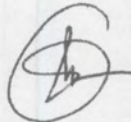
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APPROVAL SHEET

This thesis by Abidatul Khoiro entitled "*An Analysis of Teacher-Made English Try-Out Test for National Examination 2010-2011 for the Third Graders of MAN Sidoarjo*" has been examined on 9th of February 2012 and approved by the board of examiners.



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Standard of Graduates Competence of English test concern to listening and reading skill.

There are two kinds of English try-out test based on the test maker. First, it is constructed by the government. The government conducts try-out test once or twice before the national examination, usually a month before national examination. This test is standardized test. Second, it is constructed by the teacher. One of the schools that construct English try-out test is MAN Sidoarjo.

MAN Sidoarjo is one of favorite schools in Sidoarjo because there is only one MAN or the state Islamic senior high school in Sidoarjo. Moreover, MAN Sidoarjo is one of many schools that has teacher-made try-out test. However, the teachers rarely analyze their own tests. In fact, some English try-out tests conducted by MAN Sidoarjo show students dynamic scores. Some students have good result in try-out but not in the national examination or vice versa or they have good score in one try-out and poor in others. So, it is still questioned whether the test is appropriate with Standard of Graduates Competence or whether the test is too difficult or too easy so that it is cannot discriminate the students' ability.

Because of the case above, the teacher-made English try-out tests for national examination 2010-2011 need to be analyzed. This research analyzes the content validity, item of difficulty and item of discrimination of the teacher-made English try-out test. So the title of this study is 'An Analysis of the Teacher-Made

In this study the content validity is defined as the validity of the item of the teacher-made English try-out test that represents the Standard of Graduates Competence.

2. Index of Difficulty :

According to Heaton, index of difficulty is to know how easy or difficult the particular items in the test.⁶

In this study the index of difficulty means the difficulty of teacher-made English try-out test item.

3. Index of Discrimination :

Index of discrimination is the item of a test that can discriminate between the upper and the lower students.⁷ In this study, the index of discrimination is defined as the items of the teacher-made English try-out test that indicate the extent to which the item discriminate between the students.

⁶ J.B.Heaton, *Writing English Language Test*, (New York: Longman, 1975), p. 178

⁷ Burhan Nurgiyantoro, *Penilaian Dalam Pengajaran Bahasa Dan Sastra*,(Yogyakarta: BPFE Yogyakarta, 2001), p. 140

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some issues related to quality of test which became the focus of the research. The issues covered include characteristic of a good test and also items analysis.

A. Review of Previous Study

Some research with similar topic has analyzed the quality of the test. First is the research conducted by Anita Nur Rahma. This research analyzed the English summative test items for semester 1 2002-2003 of the first year students of SMU in Surabaya. The research analyzed objective test. It focused on the reliability, index of difficulty, index of discrimination and item distracter of the test. The result of the research concluded that the test have adequate reliability, poor index of discrimination and bad distracters. This test also categorized as easy test.¹

The second research is conducted by Sigit Eko Saputro who analyzed the teacher-made English final test items for semester 1 2005-2006 of the first year students of SMA 2 Magetan. The research analyzed both multiple choice and completion test. It focused on the content validity, reliability, index of difficulty, index of discrimination and item distracter of the test. The result of the research

¹ Anita Nur Rahma, '*an analyzed the English summative test items for semester 1 2002-2003 of the first year students of SMU in Surabaya*', Thesis S1, (Surabaya: perpustakaan UNESA, 2004).

concluded that the test have high content validity, adequate reliability, acceptable index of difficulty, did not have adequate index of discrimination and effective distracters.²

Iffah Mursyidah Mayangsari conducted the research in 2009. The research analyzed teacher-made formative English test in SMA 2 Muhammadiyah Sidoarjo. The research focused on the content validity, reliability, item difficulty and item discrimination. This research used descriptive research as design in the study. The result of the analysis concluded that the test has high content validity, adequate reliability, acceptable item difficulty and acceptable item discrimination.³

The other research entitled “An Analysis Content Validity and Item Analysis of Semester II English Final Test for Tenth Grade Students of SMAN 3 Sidoarjo” by Millatul Islamiyah in 2010 focused on multiple choice items. The samples of this study are X1, X2 and X3. The study analyzed content validity, index of difficulty, index of discrimination and item distracters. The design used in this study is a descriptive research. The result of the study concluded that the test had good content validity, acceptable index of difficulty, satisfactory index of discrimination and good distracters.⁴

² Sigit Eko Saputro, ‘*an analyzed the teacher-made test items in UAS semester I 2005-2006 of the first year students of SMA 2 Magetan*’, Thesis S1, (Surabaya: perpustakaan UNESA, 2006).

³ Iffah Mursyidah Mayangsari, ‘*an analysis of UAS English test of second semester 2008/2009 by teacher-made English test in SMA 2 Muhammadiyah Sidoarjo*’, Thesis S1, (Surabaya: perpustakaan IAIN Sunan Ampel, 2009).

This study used the first Teacher-Made English Try-Out Test as an object of the study. The test and the other data were collected from the English teacher of MAN Sidoarjo on May 25th, 2011. This test was conducted on September, 22th 2010. It was conducted only an hour, at 2 till 3 pm. This test was constructed by the English teachers of MAN Sidoarjo. They used English try-out test from government and national examination test from last years as references. The test is objective test that consists of 25 multiple choice questions. The content of the test is reading skill.

B. The Result of the Teacher-Made English Try-Out Test

The subject of the study is the third graders of MAN Sidoarjo. There are two streams in MAN Sidoarjo, Science and Social streams. There are six classes of Science and four classes of Social streams. The number of the students at Science class is 180 students, and the number of the students at Social class is 120 students. Using random sampling technique, out of 300 students, 70 students were selected randomly from both streams; 40 are from Science class and 30 are from Social class.

After the students' scores were collected, the next step is arranging the students score according to Science or Social class. This makes the analyses of the test item easier.

1. XII Science Class

The next step after arranging the students score according to Science or Social class is arranging the students' score from high to low in each class. There are 40 students in XII Science class. To classify the upper and the lower students, the scores are divided half of the number of the students each group. Arikunto states that the small group of test-taker divided into 50% upper and 50% lower group, and for the big group it is divided into 27% upper and 27% lower group.¹ In XII Science, there are 20 students of upper group and 20 students of lower group as shown in the following table.

Table IV.1
Score List of XII Science Class

| Upper Group | | Lower Group | |
|-------------|-----------------|-------------|-----------------|
| No | Students' Score | No | Students' Score |
| 1 | 84 | 1 | 60 |
| 2 | 76 | 2 | 60 |
| 3 | 76 | 3 | 60 |
| 4 | 76 | 4 | 60 |
| 5 | 72 | 5 | 60 |
| 6 | 72 | 6 | 60 |

¹ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 1996), pp.216-217

| | | | | | |
|----|--|---|-------------------------|---|----|
| | <i>descriptive, news item, report, analytical exposition, hortatory exposition, explanation, discussion</i> dan <i>review</i> dalam konteks kehidupan sehari-hari. | tersebut. Diperdengarkan sebuah teks monolog, siswa dapat menentukan gambar yang sesuai dengan teks tersebut. Diperdengarkan sebuah teks monolog, siswa dapat menentukan gambaran umum/informasi tertentu/informasi rinci tersurat dari teks tersebut. | | | |
| 2. | Membaca Memahami makna dalam wacana tertulis secara formal maupun informal dalam bentuk teks fungsional pendek, <i>recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, explanation, discussion</i> dan <i>review</i> dalam | Disajikan sebuah teks fungsional pendek berupa <i>message</i> , siswa dapat menentukan gambaran umum/ rujukan kata/makna kata dalam teks tersebut. Disajikan sebuah teks fungsional pendek berupa <i>announcement</i> , siswa dapat menentukan gambaran umum/informasi tertentu/informasi rinci tersurat dari teks tersebut. | | | |
| | | Disajikan sebuah teks fungsional pendek berbentuk <i>advertisement/ brochure</i> , siswa dapat menentukan gambaran umum/informasi tertentu/ makna kata dari dalam teks tersebut. | 1,2,3 | 3 | 12 |
| | | Disajikan sebuah teks berbentuk <i>news item</i> , siswa dapat menentukan gambaran umum/informasi tertentu, informasi rinci tersurat/makna kata/frasa. | 10,11, 12 | 3 | 12 |
| | | Disajikan sebuah teks berbentuk <i>recount</i> , siswa dapat menentukan informasi tertentu/pikiran utama paragraf/informasi | 19,20, 21,22, 23,24, 25 | 7 | 28 |

| | | | | | | |
|----|----|----|----|----|------|-------|
| 9 | 16 | 13 | 29 | 3 | 0.73 | 0.15 |
| 10 | 10 | 2 | 12 | 8 | 0.30 | 0.40 |
| 11 | 14 | 9 | 23 | 5 | 0.58 | 0.25 |
| 12 | 18 | 9 | 27 | 9 | 0.68 | 0.45 |
| 13 | 14 | 7 | 21 | 7 | 0.53 | 0.35 |
| 14 | 16 | 16 | 32 | 0 | 0.80 | 0.00 |
| 15 | 12 | 5 | 17 | 7 | 0.43 | 0.35 |
| 16 | 4 | 5 | 9 | -1 | 0.23 | -0.05 |
| 17 | 16 | 9 | 25 | 7 | 0.63 | 0.35 |
| 18 | 14 | 13 | 27 | 1 | 0.68 | 0.05 |
| 19 | 18 | 17 | 35 | 1 | 0.88 | 0.05 |
| 20 | 20 | 13 | 33 | 7 | 0.83 | 0.35 |
| 21 | 13 | 11 | 24 | 2 | 0.60 | 0.10 |
| 22 | 17 | 9 | 26 | 8 | 0.65 | 0.40 |
| 23 | 9 | 7 | 16 | 2 | 0.40 | 0.10 |
| 24 | 10 | 3 | 13 | 7 | 0.33 | 0.35 |
| 25 | 10 | 11 | 21 | -1 | 0.53 | -0.05 |

Finally, the index of discrimination of the test can conclude that both of Science and Social class have different result of index of discrimination. Science class have unacceptable index of discrimination since 44% items can used and the Social class have 60% items that can used, it is means that the Social class has acceptable index of discrimination.

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