

CHAPTER I

INTRODUCTION

A. 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, It can be seen whether the teaching learning process was successful or not. Both testing and teaching are related with each other that it is impossible to work in the field without being constantly concerned with the other¹. 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 an instrument of the evaluation 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

¹J. B. Heaton, *Writing English Language Test.* (New York: Logman, 1988), p. 5

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.

According to the test maker, there are two categories². 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 used³. 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 are rarely conduct a test analysis which characteristic 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 students⁴. Analysis test was an activity needed be done to achieve the quality of test. So the test was given for students must be good quality. The quality of a good test has some good characteristic. Those characteristics are: validity includes face validity and content validity, reliability, and items analysis include index difficulty, index discrimination and distractor. The teacher must have good skill in construction the test, so the test that they have

²Harris, David P, *Testing Language as a Second Language*. USA: McGraw-Hill, 1969. p.1

³ibid

⁴ Azwar, S. (2000). *Reliabilitas dan Validitas*. Yogyakarta: Pustaka Belajar

made based on the material which they have taught in the class and based on the characteristics of good test. Meanwhile, the test must be based on the current curriculum which used on that time.

Muhammadiyah school is a school which is usually makes a test by group of teacher. The reseacher chooses Muhammadiyah 9 Surabaya because the result of English UKK test for seventh graders has failed, almost of the students get remedial. UKK test for English lesson that is examined in SMP Muhammadiyah 9 Surabaya is different from the test that is examined to other school. UKK test that be handle in Muhammadiyah 9 surabaya be made by the teachers group of Muhammadiyah in Surabaya. However, the result of English UKK test in SMP 9 Muhammadiyah Surabaya for seventh grade is far the expectation. Most of students of seventh grade which total sixty students were failed. According to the data from preliminary study, about forty students got score under 50 got remedial test. Meanwhile twenty students got score upper 50 were succeeded with enrichment. Based on the data above, it can be known that only about 33% are successful in UKK test. The rest 67% of the students are failed. This percentage is very regrettable.

Based on the interview with the English teacher of the school, UKK test for English lesson for seventh graders of Muhammadiyah 9 surabaya at academic 2012-2013 is an instrument for evaluation which has not be tried out

before the examination⁵. Sometimes the test was taken from the books, 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 include face validity and content validity, reliability, Items analysis include index of difficulty, index of discrimination and distractor have been fulfilled. Besides, it is also necessary to know how far the ability of students toward basic competence which must be achieved by the students in that semester.

Considering the explanation above, this study focuses on an analysis of the teacher made English UKK test item for 2012-2013 academic years for seventh graders of Muhammadiyah 9 Surabaya concerning study about the validity includes (face validity and content validity), reliability, and items analysis includes index of difficulty, index of discrimination, and distractor . The form of test used the multiple choice form.

⁵ Based on interview with The English Teacher whose name Ochi

B. Statement of problem

How is the quality of teacher made English UKK test items for academic 2012-2013 for seventh graders of Muhammadiyah 9 Surabaya?

C. Objective of the study

To find out the quality of teacher made English UKK test items for academic 2012-2013 for seventh graders of Muhammadiyah 9 Surabaya.

D. Significance of the Study

The result of this study is important especially for the following reasons. The result of this research gives a lot of information to the teachers show the quality of English UKK test items. Which have been constructed, and give them information how to construct a good test. And the result of the test can measure the success of teacher during teaching learning activities in the class. And the writer expects with this analysis the test makers can construct the test better than before.

E. Scope and limitation

The scope and limitation of this study is English UKK test for seventh graders of Muhammadiyah 9 Surabaya. The test is made by group of English teacher in Muhammadiyah Surabaya. The test consists of fifty multiple choice questions. In this study the writer will focus on the quality of teacher made English UKK test items based on characteristic a good test include

validity (face validity and content validity), reliability, and items analysis (index difficulty, index discrimination, and distractors).

F. Definition of Key Term

1. The quality of test : According J. B. Heaton⁶: the quality of a good test are validity, reliability, Administration, and items analysis. Based on the statement above, in this study, the quality test can be analyzed from validity, reliability, items analysis includes index difficulty, index discrimination, and distractors.

2. Teacher made English UKK test: English UKK test is made by teacher Himself for group of English teacher⁷. But in this research, English UKK test is the test that is made by group of English teacher in Muhammadiyah 9 Surabaya. The test is held on June 4, 2013.

⁶J.B Heaton, *writing English Language test*, p. 159

⁷Harris, David P, *Testing Language as a Second Language*. USA: McGraw-Hill, 1969. p.1