

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Assessment is a part of teaching. Good teachers continually assess their students' learning. Assessment is needed to help teachers make decisions about learning goals, appropriate teaching materials, and learning activities (Sudjana, 2005). Beside that assessment is needed to help teachers make decisions about the delivery and pace of instruction and adjust the scope and sequence of learning activities. Furthermore assessment is needed to help teachers evaluate student's learning, as well as learning materials (Sudjana, 2005). Assessment provides information for grading students, evaluating teaching, and evaluating curriculum and school programs.

The most familiar form of assessments is one in which the test-taker is asked to select each response from a set of specified alternatives. Because the test-taker chooses an option rather than creating an answer from scratch, such an assessment is called a selected-response assessment. Such assessments include multiple-choice, matching, and true-false tests (Ohles, 1970:59)

Multiple-choice test is one form of tests that is always used by teachers. As a test, multiple-choice should meet the criteria of a good test. They are the validity and reliability. Hughes (1989) wrote that a test is said to be valid if the test measures of precise abilities as what are to be measured and that the test is

interested in. While the reliability of a test refers to the extent to which the test is likely to produce consistent scores (Hughes, 1989,7)

According to Zhang (2001:1) the main purpose of a multiple-choice test item analysis is to ensure that the test items are effectively evaluating students' learning. It enables teachers to create more effective test questions and also regulate and standardize the existing tests. The test item analysis measures the index of reliability and validity of a test, the index of discrimination, index of difficulty, standard deviation, and so on.

The item analysis is an important phase in developing a good test. In this phase, statistical methods are used to identify any test items that are not working well. If an item is too easy, too difficult, failing to show a difference between skilled and unskilled students, or even scored incorrectly, an item analysis will reveal it. The two most common statistics reported in an item analysis are the item difficulty, which is a measure of the proportion of students who responded to an item correctly, and the item discrimination, which is a measure of how well the item discriminates between students who are knowledgeable in the content area and those who are not.

Based on the explanation above, the writer wants to make a multiple-choice test item analysis especially in English semesteral examination in SMP Negeri 1 Amfoang Selatan with the title: **AN ANALYSIS OF MULTIPLE-CHOICE TEST ITEMS OF THE ENGLISH SEMESTERAL EXAMINATION FOR THE EIGHTH GRADE STUDENTS IN SMP NEGERI 1 AMFOANG SELATAN IN THE SCHOOL YEAR 2013/2014.**

1.2 Statement of the Problem

The study is conducted to answer the following question:

“How good are the test items in English semesteral examination prepared for the eighth grade students of SMP Negeri 1 Amfoang Selatan in the school year 2013/2014?”

1.3 Objective of the Study

The objective of the study is to know the quality of the test items in English semesteral examination prepared for the eighth grade students of SMP Negeri 1 Amfoang Selatan in the school year 2013/2014.

1.4 Significance of the Study

This study is useful for the following people:

1. For the English teacher

To inform the English teacher at the researched school regarding the quality of multiple-choice test items prepared by the English teacher.

2. For the writer

To increase the writer’s knowledge about test item analysis particularly in multiple-choice test item analysis.

1.5 Scope and Limitation

This study discusses about multiple-choice test items analysis in English semesteral examination prepared for the eighth grade students in SMP Negeri 1

Amfoang Selatan in the school year 2013/2014. The test items are analyzed based on its item difficulty index and discriminating power index.

1.6 Definition of Terms

In order to avoid misunderstanding that might rise because of the misinterpretation, the writer presents some terms that should be clarified and defined. They are as follows:

1. Test

It is any series of question or exercise or other means of measuring the skill, knowledge, intelligence, and capacities of aptitudes of an individual or group. (<http://www.merriamwebster.com/dictionary/test>. Access on; March 04). In this study, test refers to series of questions to measure the knowledge of eighth grade students of SMP Negeri 1 Amfoang Selatan.

2. Multiple-Choice Test

It is a test in which the examinee is presented with a question along with four or five possible answers from which one must be selected. Usually the first part of multiple-choice tests will be question or incomplete statement. This is known as *stem*. The different possible answers are known as *alternatives*. (Montini, 2007)

3. Item Analysis

Item analysis is a procedure conducted after an exam to study closely each item in that exam. (Ahman and Glock, 1985: 160). In this study,

item analysis is a procedure to reexamine the English semesteral test to discover strengths and flaws.

4. Item Difficulty

It is a measurement of the proportion of examinees who answered the item correctly. (Wahidmurni, 2010: 130)

5. Discriminating Power

It is a measure of how well an item is able to distinguish between examinees who are knowledgeable and those who are not, or between masters and non-masters.(Wahidmurni, 2010: 143)

6. Semesteral examination

Semesteral examination is a test given to students at the end of a course of study or training. The semester means half of an academic year, usually 16-18 weeks. (http://en.wikipedia.org/wiki/Final_examination).

7. SMP N 1 Amfoang Selatan

It is one of state junior high schools in Kupang regency. It is located in Lelogama, Amfoang Selatan. This school was built in 9 October 1982. The vision of this school is excellent in quality and superior in everlasting environment. While the mission is brilliant, faith, capable, and safe.