

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Education is important for teacher candidates. Since teacher candidates need adequate knowledge for their teaching, at least they need three main components, first is the ability to plan what and how to teach. Second is the ability to teach in the class. He or she ought to be skillful to transfer knowledge or to activate all students to learn. Third is the ability to test what has been learnt. The end of a semester program in a school is marked by a test given to students. It is intended to measure students' performance of what they have learnt. The tool used to measure the students' performance is considered essential. Therefore, testing is a part of the whole range of teaching and learning process (Hughes, 1989).

Madsen (1985:5) said that a test can be beneficial for students, teachers or administrators of which they discover progress that has been made and show how teachers can best redirect future efforts. In addition, good test can sustain or enhance class morale and aid learning. Moreover, Madsen (1985) said that a well made test of English can help students in at least two ways: firstly, the test helps students create their attitudes toward the subject. Secondly, it benefits students by helping them master the language being learnt. Besides, the test is also important for the teachers to know whether or not he/she has been effective in teaching. In other words teachers use the test aims to provide feedback of his/her teaching.

According to Hughes (1989:19), the common type of test items can be divided into two, namely: **subjective test and objective test**. Subjective test is a test which is scored according to the personal judgment of the marker, such as essay examination. A subjective test is contrasted to an objective test which is a test that can be marked without the use of the examiner's judgment. As a teacher to be, the writer is interested in searching whether the test constructed by the teachers meet the minimum standard criteria of good test or not.

Because constructing a good test is not easy, so the writer focuses her study on multiple choice test items constructed by the English teachers. Moreover, if the test is concerned with foreign language it appears to be more difficult. Often the test items cannot be correctly answered by the students because they might not understand the instruction or because the correct answers of the test are ambiguous. In addition, the difficulty level of the test item is not well specified probably because they are all in "difficult" level. Likewise, options given to a stem are not discriminating. Indeed, a correct option is only correctly identified by a student who knows, but not of one who does not know (Hughes, 1989).

Finally, the tests given to the students of SMA Efata Soe have never been evaluated. Therefore, it is reasonable to conduct a research in order to evaluate the quality of the test prepared for students at this institution under the title of the present research:

AN ANALYSIS ON THE QUALITY OF MULTIPLE CHOICE TEST ITEMS  
CONSTRUCTED BY THE ENGLISH TEACHERS IN SEMESTER II FOR

THE ELEVENTH GRADE STUDENTS OF SMA EFATA SOE IN THE SCHOOL YEAR 2013/2014.

### **1.2 Statement of the Problem**

The problem that will be discussed under the study is as follows:

Have test items constructed by the English teachers of SMA Efata Soe met criteria of a good multiple choice test?

### **1.3 Objective of the Study**

Based on the problem stated above, this study will be carried out with the following objectives:

To find out whether the multiple choice test items constructed by the English teachers of SMA Efata Soe have met the criteria of a good multiple choice test or not.

### **1.4 Significance of the Study**

This study is expected to provide some valuable contribution for the followings:

#### **1. For the English teachers**

It may contribute insights to improve the quality of the multiple choice test items by the English teachers of SMA Efata Soe.

#### **2. For the readers**

This writing may also be helpful to those who are interested in conducting research in the same field.

### 3. For the writer

Through this study, the writer can implement her knowledge that she has already acquired so far during her study, and also she will know more about the objective test items constructed by the teacher.

## **1.5 Scope and Limitation**

This study discusses about language testing. But language testing is too broad, here she limits her discussion on the multiple choice test items constructed by three English teachers in semester II of the eleventh grade classes of SMA Efata Soe in the school year 2014/2015 especially in its three departments, namely Science class (Ilmu Pengetahuan Alam), Language class, Social class (Ilmu Pengetahuan Sosial).

## **1.6 Definition of Terms**

The term that should be defined is Quality, Test, and Objective and Subjective Testing, and Multiple Choice. They are presented below:

### **a. Quality**

The standard of something when compared to other things like, how good or how bad (Oxford 1995:950). In this case, the quality refers to the fulfillment of the criteria and principles of constructing objective test items constructed by the English teachers of SMA Efata Soe.

### **b. Test**

Test is instrument or systematic procedure for measuring a sample of behavior; it answers the question how well an individual performs either in

comparison with other or in comparison with a domain of performance task (Groundlund and Linn 1990:5).

### **c. Subjective and Objective Testing**

Subjective and objective are terms used to refer to scoring of tests, according to Hughes (1990:19). All test items, no matter how they are devised, require candidates to exercise a subjective judgment. In easy test for example, the tester must think of what to say and then express his/her ideas as well as possible; in a multiple choice test he/she has to weigh up carefully all the alternatives and select the best one. Furthermore the tester constructs all the tests subjectively; he decides which areas of language to test, how to test those particular areas and what kind of items to use for this purpose. Thus, it is only the scoring of a test that can be described as objective. This means that a tester will score the same mark no matter which examiner marks his/her test.

Since objective tests usually have one correct answer, they can be scored mechanically. The fact that objective test can be mark by computer is one important reasons for their popularity among examining bodies responsible for testing larger numbers of candidates (1979:11).

Regarding of the topics of this study, objective test refers to kind of test in which the possible answer have been prepared and the students are hoped to choose among those answers (Zainul, 1996: 55). Objective test is generally divided into three types, namely:

#### **a) True false test**

It is a test item that consists of the statement and the alternative answer that is to show the statement is true or false.

b) Matching Exercise

It is consisting of two parts: statements and alternative answer or vice versa.

c) Short Answer Test

It is sometimes called completion if the item uses a direct question.

d) Multiple Choice Test

Richard (1987: 85) define multiple choice test items, as a test item in which the examinee is presented with a question with four or five possible answers from which are must be selected.

**d. Multiple Choice**

Multiple choice test is a test items which the examinee is presented with a question along with four or five possible answers form which one must be selected. Usually the first part of multiple choice test items will be a question on incomplete statement. This is known as alternatives. The alternatives contain of one correct answer and several wrong answers or distractors (Jack Richards, 1985:185).

**e. SMA EFATA SOE**

SMA Efata Soe is a school which built in the center of city at Jendral Soedirman street No. 01 Soe Timor Tengah Selatan. SMA Efata Soe is one of the favorite schools in Timor Tengah Selatan regency especially Soe city.