

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Every educational program is normally ended with an evaluation, which is intended to measure the student's performance of the educational program itself. The tool used to measure the student's performance in every educational program is usually in form of a test. In the process of teaching and learning English, testing is also considered as an essential part, which cannot be separated from the teaching and learning process.

Madsen (1982) commented that a well-made test of English can help the students in at least two ways. The first is that the test can create positive attitudes to a class and the second is that the test can benefit the students by helping them to master the language being learnt. Madsen then states that the test is not only useful for the students but also for the teachers dealing with the effectiveness of their teaching in the classroom. In line with Madsen's argument, Hughes (2003:13) also states that a test is intended to measure students' achievement and the degree of success of the teaching learning program. Through testing, teachers can measure students' knowledge or ability. Tests allow students to see their own progress and allow teacher to make adjustment to their instruction on daily basis. In a simple term, a test is a method of measuring a person ability, knowledge, or performance in a given domain. Therefore, test is also used to diagnose the strengths and weaknesses area of the students, it is to ascertain what part of learning still needs to take place (Hughes, 2003:15).

One type of testing usually implemented at school is achievement test. In teaching and learning activities, an achievement test is a systematic procedure for determining the amount of knowledge student has learned. There are two kinds of achievement test: formative test and summative test. Formative test, which is also called progress achievement test, is intended to measure the progress that students are making (Hughes, 1989: 12). While summative test, which is also called final achievement test, are those administered at the end of a course of study (Hughes, 1989: 10). In this research, the writer choose summative test as the kind of test which is administered at the end of a unit or term, semester, or a year of study in order to measure what has been achieved both by individual and by groups.

In Indonesia, generally, at every end of a learning process in a period of time there must be an evaluation, and one way to evaluate it is by a test. Multiple choice is the common term used by the teachers in Indonesia. Multiple choice test is usually regarded as the most valuable, most useful, and also the most applicable of all test form (Karwati, 2010). It is very effective in measuring information, on students' reading, students' vocabulary, and so on. Gronlund (2003:60) states that multiple choice items are the most widely used and highly regarded of the selection-type items. They can be designed to measure a variety of learning outcomes, from simple to complex, and can provide to the highest quality items. Multiple choice test items can be used to measure knowledge outcomes and various types of complex learning outcomes.

Henning (1988: 43) wrote that in most language testing situations, teachers are concerned with the writing, administration, and analysis of appropriate items. The test is considered to be no better than the items that go into it.

composition. Weak items should be identified and removed from the test. Very often, however, weak items cannot be identified and modified or removed without a “pilot” administration of the test. Thus, we must “test the test” before we use it to measure student abilities. Comprehensiveness and representativeness of sampling are important features of summative test. It means that test objectives should be based directly on course objectives and test content is derived from specific course content. Although the emphasis of summative test is on measuring learning outcomes, it should not be implied that testing is to be done only at the end of instruction. It is essential to analyze and try on pupils before few best test items chosen for summative test.

According to Heaton (1975) information concerning the performance of the students as a whole and of individual student is very important to teaching purposes, especially as many test result can show not only the types of error most frequently made but also the actual reasons for the error being made. After a test has been administered and scored, it is usually desirable to evaluate the effectiveness of all the items. Item analysis is done by studying the students’ responses to each item. Item analysis information can tell us if a norm-referenced item was valid and reliable or not, too easy or too hard, how well it discriminated between high and low scores on the test, and whether all the alternatives functioned as intended.

A good test has good items. But what are good items? How many times have the students been in a class in which students launched a full-scale battle over particular items in a multiple-choice test? Tests with good items are hard to create. The writer thinks that constructing good summative test items is more

difficult and more time consuming than formative test. According to Heaton (1975: 14), a good test should never be constructed in such a way as to trap the students into giving an incorrect answer. Many testers are caught out by constructing test items which succeed only in trapping the more able students. Care should be taken to avoid trapping students by including grammatical and vocabulary items which have never been taught.

Based on the writer's experience, many teachers havenot constructed a good test. They thought that it is easy to construct multiple-choice test items. It happens because of the lack of the teachers' knowlegde about constructing a good test items. Besides, nowadays, the English teachers in some schools do not make an analysis towards the test that they have done before in order to know that the test that they have constructed has good or poor quality.

Therefore, the writer thinks that it is very challenging to analyze the test made by teachers in terms of difficulty level, discrimination power, validity, and reliability of English questions items based on the representativeness of content standard because with the study the writer hopes that the test writers can build a good test for each grade.

Based on the explanation above, the writer is motivated to conduct her study on the test item in multiple-choice question under a title "An Analysis on the Multiple Choice Test Items of English Summative Test for the Eleventh Grade Students of SMAN 7 Kupang in School Year 2015/2016"

1.2 Problem Statement

The study is conducted to answer the following questions:

1. To what extent is the quality of the multiple choice test items of English summative test for the eleventh grade students in SMAN 7 Kupang in terms of their level of difficulty, discrimination level, and their item distractors?
2. Are the multiple choice test items of English summative test for the eleventh grade students worth to be tested in terms of their level of difficulty, discrimination level, and their item distractors?

1.3 Objectives of the Study

Objective is actually the aim of what is going to be achieved in a study.

Based on the problems above, the following are objectives of this study:

1. To find out the quality of the multiple choice test items of English summative test for XI grade students in SMAN 7 Kupang in terms of their level of difficulty, discrimination level and their item distractors.
2. To know whether the the multiple choice test items of English summative test for the eleventh grade students worth to be tested in terms of their level of difficulty, discrimination level, and their item distractors.

1.4 Significance of the Study

This study will be useful for those who have a great concern in the language learning and teaching, particularly the English teachers, and the writer herself. The significance of the study are as follows:

1. English Teachers

To inform the English teachers of the researched school about the quality of the multiple choice test items that they have constructed.

2. For the Writer

To increase the writer's knowledge regarding the language testing in general, particularly the constructing of multiple choice test and to know how to do research.

1.5 Scope and Limitations

This study deals with language testing in general, particularly about the multiple choice test items. However, not all aspects of multiple choice test items are discussed. Here the writer limits and focuses the study on the difficulties, discrimination, and the distribution of distractors of multiple choice test items used in summative test that have been constructed by the teachers for the eleventh grade students at SMAN 7 Kupang in school year 2015/2016.

1.6 Definition and Terms

To avoid misunderstanding of the terms used in this study, the writer would like to present some definitions of terms which are frequently used in this writing.

- 1) Summative Test

It is a test given at the end of a course of instruction, that measures or "sums up" how much a student has learned from the course. A summative test is usually a graded test, i.e. it is marked according to a scale or set of

grades(Richards, et al, 1987). In this study, summative test is the one conducted at the end of the learning process of the eleventh grade students of SMAN 7 Kupang, which is also called semesteral examination.

2) Multiple Choice Test

Richards, et al. (1987) defined multiple choice test as a test item in which the test taker is presented with a question along with four or five possible answers from which one must be selected. In this study, multiple choice is also defined as a test that is used to assess the students achievement of the eleventh grade students of SMAN 7 Kupang by selecting one correct answer of the options of the multiple choice items.

3) Item Analysis

Item analysis is the systematic evaluation of the effectiveness of the individual items on a test (Brown, 1996: 50). In this study, the writer will do the item analysis on the multiple choice test that was conducted in SMAN 7 Kupang.

4) SMAN 7 Kupang

SMAN 7 Kupang is a state senior high school which is located on Jalan Frans Daromes, Maulafa, where this study will be conducted.