

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

In the teaching and learning process, there will be an exam that is carried out by each subject teacher to find out the results or achievements of students. The aim is to determine the extent to which students understand the previously taught material. This is one way of many to evaluate the learning process. In the world of education examinations are intended to measure the level of the achievement of the goal of teaching by students, so that teacher and students will be able know the level ability in the current field of study. If the results are not optimal, the learning process must be problematic. The test can be defined as a question or task or a set of planned tasks to obtain information about educational or psychological traits or attributes, each of which as an answer or condition that is considered correct Zainul et.al (1993) Therefore, each test must require a response from the subject (the person being tested) which is concluded as a trait possessed by the subject whose information is being sought.

The test can be interpreted as a way to be as assessment in the form of a task or a series of tasks that must be done by students, so as to produce a value related to the behavior or achievements of the students, which can be compared with the value achieved by other students or with a set standard value.

Mahirah et al., 2016 says that testing is very important in learning because it can provide information about the ability of student's English test. English test can also benefit students in measuring their language mastery. Besides that, testing given by the lectures

or teachers aims at knowing whether the objectives of the course were achieved significantly or not and know how effective their learning process the lectures conducted was in the last session.

Zainul et al. (1993); Adams (1964) idea in their book “Measurement and Evaluation in education, Psychology, and Guidance” explain that we measure various abilities of students. If we go to step further in interpreting the suspension as a result of that measurement by using certain standards to determine the value in the treated club a stated in a framework of educational and training purpose or on the basis of some other consideration for making judgments, then we no longer limit ourselves in measurement, we have now evaluated the ability or progress of students.

Stufflebeam et al. (1985) say an activity of comparing objectives with results and is also a study that combines performance with a certain value.

Thorndike et al. (1961) explain evaluation is related to measurement. In some cases, evaluation is broader, because in evaluation it also includes a formal assessment and an intuitive assessment of the progress of students. Evaluation also includes an assessment of what is good and what is expected. Thus, the correct measurement results are a solid basic for making an assessment.

From the statement above it can be concluded that testing is very important in learning because it can measure the extent to which students understand the material being taught, by giving tests or questions to students is one way or the other to find out the level of students understanding of the material that has been taught.

There are many facts that teachers who do not know whether their items are good or not. This quality of the items can be pictured by the items themselves. There are three criteria which are usually used to judge whether or not the here are good, namely: difficulty level, discrimination index, and distracters' effectiveness.

Based on the information and observation that the researcher got from a public school in Kupang, the researcher found that the difficulty level of the multiple- choice test made by the teacher was too easy so that the test could not fool students. However, making errors is fundamentally humane. Therefore, seeing this phenomenon will provide an important role in providing feedback for teachers and researcher in order to evaluate in develop material in the teaching and learning process. Considering the background above, the researcher will study the difficulty level, discrimination index and distracters of the questions made by the teacher.

1.2 Research problems

Based on the background of the study above, there are two question that must be answered as the statement of the problem of this study:

1. What is the difficulty level of the multiple-choice test items of English teacher-made test?
2. Are the discrimination index and distracter of multiple-choice test items of English teacher- made test eligible?

1.3 The Objectives of the study

Going in line with the problem statements above, this study has two objectives:

1. To find out the difficult level of the multiple-choice test items of English teacher-made test.
2. To know whether is the discrimination index and distracter of multiple-choice test items of English teacher- made test eligible or not.

1.4 Significance of the study

This study has some contributions that are explained in the following:

1. Theoretical Contribution

This study is expected to give inputs on the theories of test since it will present the analysis result of the test made by teacher of English.

2. Pedagogical Contribution

This study is significant for the writer to learn how to analyze the difficulty level of the multiple-choice test items made by English teacher so it can help her as a teacher to be pay more attention on how to construct a good test.

3. Practically

This study is significant for the teacher to determine the level of strength and weakness of students in understanding, working on multiple choice test.

