CHAPTER I

INTRODUCTION

1.1 Background of the Research

Test in general is a result of learning process. According to Purwanto (2014:56) test is measuring tool to collect data that motivate students to impart their maximal performance. It means that students have to have hard effort to do task given. However, test aims to predict test-takers' abilities to comprehend a lesson. So, teaching and learning process need a test to be evaluated in order to find out result of the students' achievement.

Usually, test is given at the end of the teaching and learning process or instructional period. It can be in daily activity, mid test, and final test that known as test conducted in academic contexts. Therefore it describes students' grasping about knowledge that they had learned in particular period

Moreover, test can be constructed in various test forms, they are Multiple Choice Questions (MCQs), True-False, Matching, and Essay. MCQs are common kinds of test used to evaluate English language. As widely known, a multiple choice test provides several alternatives; requires students to choose one correct answer among of the choice given. Many teachers consider MCQs are ideal form of testing since the MCQs are test that can measure wide element of learning experiences. Clearly, the MCQs can be used to include many topics of a subject.

Since MCQs test provides several options, it means that teachers have to be careful in constructing the test, because it takes time and needs more efforts to

create the test, such as providing appropriate distractors, same length options and similar level of difficulty in the questions given as stated by Coombey & Hubley, (2007:17). For the reason, the teachers rarely create a new test for the exams. In other words, one test format is usually used for several exam periods.

The phenomenon of using the same test for several sessions of exam can be not a problem if the test still relate to the subject learned and it is appropriate to be used. To find out the appropriate one, teachers or test constructors should assess the test; this activity can help the teachers to get better test for future. Commonly, there are four ways to assess a test, such as reviewing honestly, checking validity, checking reliability, and conducting item analysis as stated by Arikunto (2013: 220-222).

First, reviewing honestly means a technique to analyze a test that had been constructed, sometimes teachers may find vagueness or ambiguity of instruction, language, question, and answer in the test. There are some questions that can be used to consider the test by teachers or test constructors, like: 1) Are number of test item appropriate with the topic learned? 2) Does the test ask content that students had learned? 3) Are there any confusing questions? 4) Can the test be easily understood? 5) Can the students complete the test?

Second ways is checking validity. Validity means appropriate, meaningful, and useful. Briefly, validity of test is used to measure what is supposed to measure appropriately. Every test; whether it is a short; informal classroom test or a public examination should be as valid as the constructors can create it. In addition, the

2

test should aim to provide a true measure of a particular skill which is intended to measure.

Third, checking reliability; reliability means consistency. It refers to a necessary characteristic of any good test that is for to be valid at all, a test must be reliable as a measuring tool. Clearly, a test is reliable if it is able to give similar outcome when it is used for several sessions of exam.

The last is item analysis that should be done after the test had been conducted. For the reason, it will be a feedback to amend the items by item analysis. Briefly, item analysis is a process to amend test quality as whole or test items. In addition, item analysis is especially valuable in improving items which will be used again in future test. Then, it is able to eliminate ambiguous items in the test provided.

In summary, it is important for teachers to construct an appropriate test because it will describe accurate information of students' comprehension. To get the appropriate test, teachers should assess the test in order to know whether the test has been appropriate or have not. Generally, there are four ways to do it. They are reviewing honestly, checking validity, checking reliability, and doing item analysis. By far the explanation, the researcher deals to discuss this study under the title: ITEM ANALYSIS OF ENGLISH MID SEMESTER TEST FOR THE SECOND GRADE STUDENTS AT MAN 2 MODEL PEKANBARU IN 2017/2018 ACADEMIC YEAR because item analysis is able to give specific information toward the items that has been constructed.

1.2 Identification of the Research

Test is important since it is top knowing of teaching and learning experiences. For teachers, test aims to evaluate students, to see students' ability, to differentiate students' level, to see how far the students' grasping, to describe students' difficulties of comprehending language learning, and to see efficiency level of method used. On the other hand, for students, test aims to know their ability, to motivate them, and to improve their learning technique. In addition, purpose of the test for students' parent is for describing their children's result, improving control and guidance, and directing major of their children.

Obviously, a test should be constructed appropriately because the appropriate test will describe actual information about students who have comprehended material well and who haven't. Moreover, it will give objective and accurate output. If a condition wherein test used is less appropriate, it will give the output less appropriate also. It means the students' result is not objective and not fair. For this reason, the test should have better quality. However, to better the test, teachers need to assess the test that had been given to students in order to know whether the test is appropriate or no in evaluation program.

Generally, there are four ways to assess a test, such as reviewing, checking validity, checking reliability, and conducting item analysis. Item analysis is a focus discussion in this study because it can be used to assess MCQs whether as whole, the items, and the options in the test. Additionally, there are three terms that have to be considered to do item analysis; they are difficulty, discrimination, and distractors indices analysis (Arikunto: 2013: 222).

First, item difficulty index is one of the most useful, and most frequently reported. It reveals whether an item is too easy or too difficult. It is a measure of the proportion of students who got the item correctly. An appropriate test is not too easy or too difficult. It means that the appropriate test is a test that has acceptable level.

Second measure of the effective item is item discrimination index. It is a measurement to describe how far of an item can differentiate between students who have good comprehension and who have not. In addition, an appropriate item in term of discrimination index is the item can discriminate students of higher and lower ability.

Third, an item test consists of a stem and several options including one correct option and other options are incorrect (distractors). A distractor means plausible option that should be selected by students that didn't comprehend the content well. In other words, good students can avoid it.

In concluding, having item analysis is very crucial for teachers or test constructors in order to help them construct a useful MCQs test whether as whole or its items. Properly, the items are good if it fulfill appropriate proportion of several certain criteria; they are difficulty, discrimination, and distractor items.

1.3 Focus of the Research

To limit this study, the researcher focuses on item analysis in terms of difficulty, discrimination, and distractor indexes analysis because they become crucial part among of MCQs test since constructing the test items are foundation of MCQs that is enormous importance and one fraught with difficulty because

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ideas that teachers expressed must be succinct and precise. However, the researcher is interested to conduct the research in term of English mid semester test at MAN 2 Model Pekanbaru, specifically in second grade students. The researcher thinks that it is one of the best and favorite Islamic schools in Pekanbaru. As well known, many students have grasped champion in various competition.

1.4 Research Questions

1.4.1 How are the difficulty indices of English mid semester test used by second grade students at MAN 2 Model Pekanbaru?

1.4.2 How are the discrimination indices of English mid semester test used by second grade students at MAN 2 Model Pekanbaru?

1.4.3 How are the distractor powers of English mid semester test used by second grade students at MAN 2 Model Pekanbaru?

1.5 Objectives of the Research

Based on the formulation above, the objectives of this study are:

1.5.1 To assess the difficulty indices of English mid semester test used by second grade students at MAN 2 Model Pekanbaru

1.5.2 To assess the discrimination indices of English mid semester test used by second grade students at MAN 2 Model Pekanbaru

1.5.3 To assess the distractor powers in English mid semester test used by second grade students at MAN 2 Model Pekanbaru

1.6 Significant of the Research

   The researcher expects this study can provide significant contribution towards:

1.6.1 Teachers

   It is can be used as a guidance to construct an appropriate English multiple choices test for teachers and test constructors.

1.6.2 Further researchers

   It is can be used as a reference for the other researchers which have similar concern on this study.

1.7 Definition of the Key Terms

   There are some terms used to give clear explanation relate to this study. Those terms are defined in order to avoid misunderstanding. They are:

1.7.1 Test

   Test is a tool or procedure used to measuring and assessment (Sudijono, 2013:66). In this research, test is a tool to describe result of students' examination; aims to measure students' abilities and knowledge to answer some questions provided.

1.7.2 Test Item

   "A test item is a device for obtaining information about a test-taker's domain of knowledge and skills or a domain of tasks that define a construct." Haladyna & Rodriguez (2013:2). Clearly, it is a basic unit of interaction on a test.

1.7.3   Item Analysis

According to Arifin (2012:311) "Item analysis is a process to get information about quality of a test; neither all aspects of the test nor its item." Briefly, item analysis is a process to assess MCQs test, it answer a question of "how well the test are actually working?"

1.7.4   Multiple Choices

Wahyuni and Ibrahim (2012:12) "A Multiple choice is a test that requires test-takers chose the correct answer of the available alternative." In short, it is a test that required students' choice.

1.7.5   Index difficulty

"A measure of whether an item was too easy or too hard, also called facility index." (D, 2015:287). Moreover, item difficulty is an item used to analyze test to know difficulty level of the test. It is percentage of students who answered a test correctly.

1.7.6   Item discrimination

"A measure of whether an item discriminated between candidates who knew the material well and candidates who did not" (D, 2015:287). In addition, item discrimination is second criteria of item analysis to measure a test to which the item is able separate students who comprehend the lesson well and those who do not.

1.7.8.   Item distractor

"Distractors are classified as the incorrect answer in a multiple-choice question." (Sabri, 2014:5). Item distractors are options that are **not** correct

answer. They are plausible but wrong options in MCQs test that are often
chosen by students' common misconceptions.