

**AN ANALYSIS OF THE ENGLISH TEST ITEMS AT SEMESTER 2
OF 7th GRADE STATE JUNIOR HIGH SCHOOLS IN PADANG IN ACADEMIC YEAR 2010-2011**

THESIS

Submitted as a Partial Fulfillment of the Requirements to Obtain Strata One (S1) Degree



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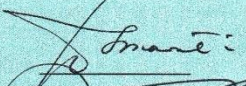
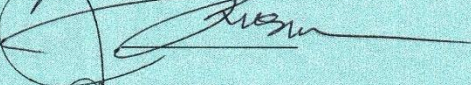
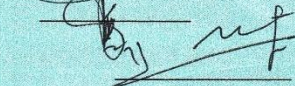
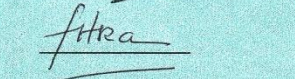

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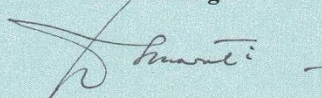
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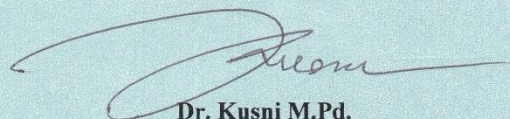
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ABSTRAK

Wahyuni, Endang Sri. 2012. *An Analysis of the English Test Items at Semester 2 of 7th Grade State Junior High Schools in Padang in Academic Year 2010-2011*. Skripsi. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang

Peningkatan mutu pendidikan dapat dilakukan melalui berbagai kegiatan salah satunya dengan kegiatan evaluasi yang memberikan gambaran ketercapaian rencana pembelajaran. Tes merupakan salah satu bentuk evaluasi dalam proses belajar mengajar. Tes yang telah digunakan di SMP Negeri di kota Padang pada semester 2 tahun ajaran 2010-2011 dirancang oleh seorang guru yang ditetapkan dalam Musyawarah Kerja Kepala Sekolah (MKKS). Baik atau tidaknya tes tersebut sangat ditentukan oleh kualitas guru yang merancanginya. Faktanya, guru masih memiliki keterbatasan kemampuan dalam merancang tes yang baik. Oleh karena itu, perlu dilakukan peninjauan kembali terhadap kualitas tes yang telah digunakan agar tes benar-benar mampu mengukur kompetensi siswa.

Metode yang digunakan dalam penelitian ini adalah deskriptif dimana peneliti menggambarkan kualitas dari tes semester 2 untuk kelas 7 tahun ajaran 2010-2011. Objek yang digunakan adalah materi dan lembar jawaban siswa yang diperoleh dari SMP 2, SMP 3 dan SMP 25 Padang sebanyak 150 lembar. Dalam penentuan ini, penulis melakukan analisis secara lebih spesifik dengan membedakannya menjadi deskriptif dan deskriptif statistik. Data deskriptif diperoleh dari analisis format butir soal dan format pilihan ganda sedangkan data untuk deskriptif statistik diperoleh berdasarkan analisa tingkat kesukaran, daya beda, validitas, reliabilitas dan daya pengecoh.

Berdasarkan analisa format butir soal ditemukan masalah pada 7 dari 10 indikator yang telah ditetapkan yaitu indikator 1,2,3,4,6,8 dan 10. Pada format pilihan ganda ditemukan masalah pada semua indikator. Selanjutnya berdasarkan analisa deskriptif statistik diperoleh data bahwa 46 dari 50 soal adalah valid. Dilihat dari tingkat kesukaran dapat tergambar bahwa 19 soal sangat mudah, 28 soal sedang dan 3 soal sulit. Selanjutnya berdasarkan daya beda tergambar bahwa 2 soal sangat baik, 1 soal baik, 10 soal sedang dan 38 soal jelek. Berdasarkan daya pengecoh soal dapat digambarkan bahwa 29 soal memiliki pengecoh yang tidak efektif. Oleh sebab itu dapat disimpulkan bahwa 2% soal diterima, 22 % ditolak, 26 % direvisi dan 50 % harus ditingkatkan lagi. Sedangkan untuk tingkat reliabilitas, soal test memiliki tingkat reliabilitas yang sangat tinggi yaitu 0.991.

Kemampuan guru dalam membuat test merupakan hal utama untuk menghasilkan suatu bentuk tes yang memenuhi kriteria. Peningkatan pemahaman dan latihan akan mampu membantu guru dalam meningkatkan kualitas butir soal

Kata kunci: Peninjauan Kembali, Tes, Tingkat Kesukaran, Daya Beda, Validitas, Reliabilitas, Pengecoh, Format Test, Format Pilihan Ganda

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Praise be upon to Allah SWT: The Lord of the Universe, that under his blessing guidance, strength and knowledge, the writer can finish this thesis entitle” An Analysis of the English Test Items at Semester 2 of 7th Grade State Junior High Schools in Padang in Academic Year 2010-2011 as one of the requirements of achieving the Strata One (S1) degree at English Department, Languages and Arts Faculty of State University of Padang. Then, Salawat and Salam are also proposed to the Prophet Muhammad SAW, the Uswatun Hasanah for all Moslems. In accomplishing this thesis, the writer have accompanied by numbers of great people.

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CHAPTER 1

INTRODUCTION

1.1. Background of the Problem

It is almost impossible for teachers to improve students' ability without evaluating students' comprehension at the lesson that has already been taught. Evaluating students' comprehension is almost significant for teachers to measure how successful their students have understood about the teaching materials. It will help teachers to develop and improve teaching and learning activity. As a result, improving student's ability related with teaching and learning aims can be achieved.

The significant role of the evaluation to measure student's achievement is also emphasized clearly by the Decree of the Minister of National Education No 20/2003. It is mentioned that the evaluation is an activity of controlling and setting the quality of education upon various components of education in every ways, levels and types of education as a responsibility for educational implementation. Consequently, every educator such as teachers, administrators and related institutions must apply evaluation in every aspect of measuring students' achievement at the teaching and learning' activities.

Obviously, Department of National Education in Padang has evaluated students' achievement frequently at every school in this entire are by using regional test. For one academic year, the regional test has been done within three stages: midterm test, test for semester 1 and test for semester 2. Based on the observation about process on it, the research found that the test did not implement for schools as a whole but the test was adjusted differently between private

schools and state schools in order to facilitate the distribution of the printed test become easier. It means that the test for private and public schools have different materials and format.

Overall, the current test that was observed has been working well because it has been success to be used to measure students achievement in the end of semester. Nevertheless, based on the observation at materials of one sort of test- the materials of the English test at semester 2 of 7th grade state junior high school in Padang- the researcher found that some items of the test did not implement the principles that has been decided by the educational decree in 2008 in Indonesia and the expert about ways in making a good test.

Based on the investigating at the test items generally, the researcher found several problems omitted some principal of making a good test decided by Educational Decree as consideration for all test makers in Indonesia. First, the researcher found that the test was not fulfilled the criteria of face validity or look like of the test as a whole. It can be seen from the space of items. Actually, every item must have same line spacing. Nevertheless, based on the investigation, the researcher found different line spacing between statement and statement, for instance for statement number 1 and 2 was longer than statement between number 4 and 5 or options, for instance options numbers one has more shorter line spacing than option number 40.

Second, the researcher found the forbidden statement in items of the English test, the target test of this research. It was found the statement “no statement is true”. This statement can be seen clearly in the option (D), for question number 19. Actually, it was clear that this statement was not allowed to be used. It was related with Brown (2005) about item format of making a good test.

Finally, the crucial problem was also founded related with key answer. The researcher found that the key answer that was written in table of specification was different with true answer. It can be called that the answer in table specification was wrong. It can be found for several items. For example was for item number 7. It can be seen clearly that the true answer of the question was B, but based on the investigation to the key answer of table specification, the key answer was D.

The unsuccessful of test items in measuring students' achievement has also happened for several education institutions in the world. According to research of Stephen and Polly (2006), they found that the problems of quality of the test have always been a hot issue since along; consequently literature is full of comprehensive discussion on validity, reliability and the characteristic of quality of test. In the light of the problems related with quality of testing, the government or administrators need to concern to evaluate the quality of the test that was used to decide student's life.

In order to know whether the test items were appropriate with all components in a good test and it could be used to measure students' achievement, an analysis needs to be conducted. Besides, the result of analysis can be used to make a decision whether the items were good or not, needed to be added, fixed or deleted.

Based on the phenomena above, the researcher would conduct the research to analyze the quality of the recent test- test for semester 2- for academic year 2010-2011 in Padang. The title of this research was "An Analysis of the English Test Items at Semester 2 of 7th Grade State Junior High Schools in Padang in Academic Year 2010-2011".

1.2. Identification of the Problem

As stated in the background, item analysis was an important phase in the development of an exam program. It can gain information whether items work well to measure students achievement based on the aim of lesson. It can be guidance to improve quality of further test so that the purpose of the test to measure students' achievement can be achieved.

There are several criteria proposed by expert in analyzing test items. The first is Validity and reliability which is related with the meaning full and consistency of the test. The second is Level of Difficulty which is related with the percentage of students who answer correctly. The third is item discrimination which is related with the level to differentiate the students between upper and lower group. The fourth is allotted time which is related time to finish the items of the test. The fifth is stem instruction which is related with appropriateness of stem. The seventh one is item distribution which is related with the appropriateness of item distribution. The eight one is representation of the material which is related with the appropriateness of material. The ninth is test format which is related with the appropriateness of item format. The ten is over all view of the test.

1.3.Limitation of the Problem

Based on the identification above, the research would be concerned in analyzing test items at semester 2 of 7th grade state junior high schools in Padang for academic year 2010-2011. This research would focus on materials and students' answer sheets.

1.4.Formulation of the problem

The problem of the research was formulated in the following question "How were English test items at semester 2 of 7th grade state junior high schools in Padang for academic year 2010-2011?"

1.5. Research question

1. How was item format of English test at semester 2 of 7th grade state junior high schools in Padang for academic year 2010-2011?
2. How was multiple choice format of English test at semester 2 of 7th grade state junior high schools in Padang for academic year 2010-2011?
3. How was item difficulty of English test at semester 2 of 7th grade state junior high schools in Padang for academic year 2010-2011?
4. How was item discrimination of English test at semester 2 of 7th grade state junior high schools in Padang for academic year 2010-2011?
5. How was item validity of English test at semester 2 of 7th grade state junior high schools in Padang for academic year 2010-2011?
6. How was item distractor of English test at semester 2 of 7th grade state junior high schools in Padang for academic year 2010-2011?
7. How was reliability of English test at semester 2 of 7th grade state junior high schools in Padang for academic year 2010-2011?

1.6. Purposes of the Research

1. To analyze the item format of English test at semester 2 of 7th grade state junior high schools in Padang for academic year 2010-2011.
2. To analyze the multiple choice format of English test at semester 2 of 7th grade state junior high schools in Padang for academic year 2010-2011.
3. To analyze the item difficulty of English test items at semester 2 of 7th grade state junior high schools in Padang for academic year 2010-2011.

4. To analyze the item discrimination of English test items at semester 2 of 7th grade state junior high schools in Padang for academic year 2010-2011.
5. To analyze the item validity of English test at semester 2 of 7th grade state junior high schools in Padang for academic year 2010-2011.
6. To analyze the distractor of multiple choice of English test at semester 2 of 7th grade state junior high schools in Padang for academic year 2010-2011.
7. To analyze the reliability of English test at semester 2 of 7th grade state junior high schools in Padang for academic year 2010-2011.

1.7. Significances of the Research

It was greatly expected that the findings of this research would give guidance in evaluating test for teachers, test makers and principals so that further test become better. Not only to be evaluating for the target test but also for all kinds of the test. The result of the test was able to demonstrate some general problem conduct in testing arrangement generally.

Furthermore, the findings of the test could help government to formulate policies to improve quality of testing. It was important for government to improve quality of testing in order to improve quality of education. On findings of this research, they could get information about the successful of test items that was used at semester 2. It would help them to discuss what should be evaluated from the test that had been done.

1.8. Definition of key term

1. English Test Item : Item of the English Test of semester 2 of 7th grade state junior high schools in academic year 2010-2011
2. Item Analysis : Analysis of the English test items

3. Item difficulty : A percentage of students that answered the test items correctly
4. Item discrimination : A measure of how well the English test items can distinguish between students who were knowledgeable and those who were not
5. Validity : A test was valid if its result were appropriate and useful for making decisions about an aspect of student's achievement in semester 2
6. Reliability : A test is reliable if it consistently evaluates students' achievement in semester 2
7. Distractor : Distractor measures the proportion of students selecting each wrong answers and the ability of each wrong answer to distinguish between strong and weak students
8. Item Format : A format that is guided in making test
9. Multiple choice format : A format is guided in making multiple-choice test

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

After analyzing the finding of the research, the researcher concluded into 7 points as follow:

1. Item format analysis of English test items at semester 2 of 7th grade state junior high schools in Padang in academic year 2010-2011 showed that just 2 indicators was fulfilled so that the test items was need revision
2. Multiple choice analysis of English test items at semester 2 of 7th grade state junior high schools in Padang in academic year 2010-2011 showed that every items did not fulfilled the indicators so that it must be revised
3. In Validity result of English test items at semester 2 of 7th grade state junior high schools in Padang in academic year 2010-2011 showed that 4 items were not valid
4. In item difficulty finding of English test items at semester 2 of 7th grade state junior high schools in Padang in academic year 2010-2011 showed that the items involved every level of difficulties such as very difficult, moderately difficult and very easy
5. In item discrimination findings of English test items at semester 2 of 7th grade state junior high schools in Padang in academic year 2010-2011 showed that the items involved every level of discrimination such as very good, reasonably good, marginal and poor.
6. In distracters findings of English test items at semester 2 of 7th grade state junior high schools in Padang in academic year 2010-2011 showed that the items involve the effective and ineffective items.

7. In reliability result of English test items at semester 2 of 7th grade state junior high schools in Padang in academic year 2010-2011 showed the test was very high reliable

5.2.Recommendations

1. The Headmaster

- a. The headmaster is suggested to control the process in making test so that the test maker can make a good test to measure students' achievement.
- b. The headmaster is suggested to evaluate the results of the test so that the quality of the test can be improved and managed well

2. The Teachers

- a. Teachers are suggested to arrange test with considering about a standard of good test that have publish from the expert or Department of National Education. .
- b. Teachers are suggested to evaluate the test result in order to know what problems conducted by students in the test that he/she arrange.
- c. The teachers are suggested in improving and developing a good test so that the purpose in measuring student's achievement can work well.
- d. The teachers suggested to find suggestion from other teachers in choosing a good items and also to revise the test they have made.

3. The Other Researcher

It IS suggested to the next researcher to conduct a deeper analysis toward the English test items. It can be proved by adding the instrument such as observation and interviewing with considering particular person related with this research such student, teacher, MGMP, MKKS, The Expert in language and curriculum.

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