

CHAPTER I

INTRODUCTION

This chapter deals with background of the study, research questions, definition of the key terms, objectives of the study, significances of the study, and organization of the thesis.

A. Background of the Study

Nowadays, English develops as major language that is used in the world which helps us as Asian people to communicate with people in the world. This is why English becomes a lessons in Indonesia. However, there are factors that make English difficult to master, such as students should understand the words in English fastly. Next, students should be able to speak in English but in their daily life they still use their mother tongue language. Moreover, they should be able to master the grammar rules in English. Mostly in English test there are many long text questions in which the students have to understand the context. In other side, there are the factors from the test item which make it unclear for understood, such as all the answer choice are right, the item test has not the underlined sentences of expressing, and the answer choices gives hint to the right answer. This is why the teacher's role is important here. The teacher helps the students to study English based on four skills competence to solve the difficulties. From

evaluation, teacher measures the students' competence and the students who have problems in English lesson to understand more than before.

Thus, one of competences that the teacher should master is learning evaluation. Evaluation is one of the competences that should be mastered by the teachers because this competence able to support for the teachers ability and as job task. It is stated, "Evaluation is a process through which a value judgement or decision is made from variety of observations and from the background and training of the evaluator" (Sax, 1980: 18), so this competence is appropriate with responsibility as a teacher. The teacher does evaluation to measure the students' competence, which starts from mid semester test, semester test, and also national examination.

One of the evaluation instruments is test. Test contains collection of questions related to the material on teaching and learning process. The definition of test by Goodenough states that test is a task that gives to individual or groups which the purpose to compare their competence. Then, from test given to students, the teachers can see whether the teaching and learning process is successful or not, and also the teachers know the students' problems which materials they can not master, next the teachers help them to improve their ability in materials.

Teachers doing measurement should consider things when they arrange the test given to the students, such as the validity of test, the reliability of test, the difficulty level of test, the discriminating power, and the effectiveness of distractors. Nevertheless, the writer will not analyze the

effectiveness of distractors, so the writer will restrict just from the validity of test, the reliability of test, the difficulty level of test, and the discriminating power. In addition especially the writer with that arrangement theory analyze in multiple choice item. Based on that things hopefully the teachers will make a good evaluation through English semester test.

Test is made by the teachers team called *MGMP (Musyawarah Guru mata Pelajaran)*. It is a forum for professional subject teachers and activities in SMP/MTs, SMPLB/MTsLB, SMA/MA, SMALB/MALB located in city with functions to communicate, learn, and share ideas and experiences to improve the teachers' competence as practitioners changes to reorientation of classroom learning. *MGMP* organization is under the Education Department Indonesia. Therefore, the writer conducts this research to help the teachers in analyzing the test finding out the quality of the test, because finding out whether the test is good or not is very important for the teachers. In addition, the item test without item analysis to make the test arrangement better than before the test item. It is to renewal the test item based on the arrangement to reduce the invalid or unclear item that have been made. Therefore, the writer chooses to conduct the new item analysis in newest test item. The writer chooses junior high school since now English lesson starts from junior high school. Moreover, the writer decides to collect the data from first semester test for eighth grade students of SMP N 2 Tonjong as it is one of favorite junior high schools in Brebes regency.

B. Research Questions

Based on the background of the study, the writer formulates these questions :

1. How is the content validity of English semester test?
2. How is the reliability of English semester test?
3. How is the difficulty level of English semester test?
4. How is the discriminating power of English semester test?

C. Definition of the Key Terms

To help the readers, the writer clarifies the terms used in this study as follows:

1. Item Analysis

Arikunto (1999: 205) delivers the definition of item analysis, “It is as a procedure which is systematic, that will give special information about the number of the test.”

2. English Semester Test

Sutami (1995: 33) offers the definition of English semester test, “English semester test is systematic procedure instrument for observing and describing English of a person with the end of either numerical scale or category system every one semester. It is systematic because the construction of the test should follow the rules.”

3. SMP Negeri 2 Tonjong

SMP Negeri 2 Tonjong is one of state junior high schools in Tonjong Brebes. It is a favourite school that is located at Jl. Kalijurang, *Ds./Kel* Kalijurang, Tonjong, Central Java.

D. Objectives of the Study

The aims of this study are :

1. To analyze the content validity of English semester test.
2. To analyze the reliability of English semester test.
3. To analyze the difficulty level of English semester test.
4. To analyze the discriminating power of English semester test.

E. Significances of the Study

This study is expected to give a number of significances.

1. Theoretically

This study is expected to be useful for the next researcher who wants to conduct a research about item analysis. The other researcher may use the findings of this study as one of references in conducting further studies about item analysis especially in English test.

2. Practically

The study will give the benefit practically for the writer and the readers:

a. For the Writer

The writer will get knowledge about an item analysis of English test that will improve the writers' competence to arrange or analyze an item test that will be given to student.

b. For the Readers

By reviewing this study, the readers will get information about an item analysis of English test. The writer hopes it will be helpful to analyze item test.

3. Pedagogically

The result of this study can help the English teachers to append the theory about item analysis on English test, then it can be comparison to another exist theory. Still, it can enlarge the theory of item analysis.

F. Organization of the Thesis

The writer organizes the thesis into five chapters. Chapter I, introduction, contains background of the study, research questions, definition of the key terms, objectives of the study, significances of the study, and organization of the thesis. Chapter II, review of related literature, contains theoretical study, previous studies, and theoretical framework. Chapter III, method of investigation, contains research design, the source of data, technique of data collection, and technique of data analysis. Chapter IV contains findings and interpretation. Chapter V contains conclusion and suggestions.