

CHAPTER I

INTRODUCTION

A. Background of Study

The development of students' quality in Indonesia is one of the functions of national education in Indonesia. It is because they are candidate of leader in the future. They will be competence and ready to face the globalization era. In order to reach the goals, the improvement of education quality must be conducted innovatively from the entire system. One of important subjects material which should be developed is English language education.

English language education is one of the most important subject in Indonesia. It is not only because English language as a compulsory subject that will be examined at national final examination, but as Lingua Franca, English language becomes one of the most language used in the world. English Language ability is also as an important skill to compete in globalization era. If the students in Indonesia have mastered English language well, they can do transaction or business, communication, and also trip to other country easily. Based on the reasons, Indonesian people will have a better opportunity to compete in International level. Because of that our goverment should improve the quality of education especially for English language subject.

In education quality, one of the important components is evaluation. The evaluation is defined as the process in making decision and solution for education process based on the result of tests, other assessments, and others reports (Brown & Priyanvada, 2010, p. 5). For English language education, the

evaluation is conducted in many aspects of education such as curriculum, strategies of teaching, references and test items. Thus, the good evaluation is believed will have good benefits in national education because by evaluating the system of education, the government can improve the quality of education system.

Basically, evaluation process should be done by the teachers. The teachers can not know whether the students are successful or fail without evaluation. In al-qur'an it is mentioned frequently the terms related to evaluation. Al-qur'an stated that evaluation is very important in education context. The mastering of materials in cognitive, affective, and psycho-motoric will not be accepted without evaluation. In *al-ankabuut* (29) verses 2-3 :

أَحْسِبَ النَّاسُ أَنْ يُتْرَكُوا أَنْ يَقُولُوا آمَنَّا وَهُمْ لَا يُفْتَنُونَ (٢) وَلَقَدْ فَتَنَّا الَّذِينَ مِنْ قَبْلِهِمْ فَلَيَعْلَمَنَّ اللَّهُ الَّذِينَ صَدَقُوا وَلَيَعْلَمَنَّ الْكَاذِبِينَ (٣)

Based on those interpretation of KEMENAG RI (2010, p. 357-358), It is known that every teaching and learning process is not complete without evaluation. Students' declaration about their comprehension to the subject is not enough. They also need to be tested. The students can not claim that they have understood before they have been examined. That is why the relationship between evaluation and how to assess the test is so close. Therefore, the evaluation result can analyse about teaching activities and revision about the components of the teaching activities that still need improvement. To know

teaching activities result, the teachers need to conduct an assessment. Because of that, the evaluation related to assessment.

The assessment is a process during the teaching activities that assess many aspects of students' responses toward the teaching especially students' ability in answering test (Brown & Priyanvada, 2010, p. 9). That is why assessment become important part of evaluation. The good assessment result will influence the quality of teaching and learning in Indonesia.

The technique in assessment which often used in teaching process is test. The test is an evaluation tool that has an important role to measure the progress of learning process of students. Test is used as a media to determine of value and degree of students' achievements about the lesson. The better quality of test, the better the teacher know whether the students have comprehend for entire materials or not. Especially a result of cognitive learning which related to the mastering of the lesson material.

The quality of test is determined with the test item through analysis process. A test can be accepted as a good test if it has the good validity, reliability, item difficulty, etc. (Brown & Priyanvada, 2010 ,p. 4). When the test items of a final examination is not effective. It means that a final examination needs to be analyzed what the test items which have the good quality or still need a revised.

In the field, there are a lot of cases in every city about test items that is can not accepted as a good item and still need more improvement. In South Kalimantan, especially in Banjarmasin city, the researchs show that based on

validity, reliability, item difficulty, item discrimination, and distractor efficiency of test items still found some bad items. Because of that, it needs more research related to test item quality to improve the quality of education in Banjarmasin. As a result, this research is conducted to fill the lack of references toward test items quality and also to help the test makers to create the better test item.

In Banjarmasin, the scope of test items analysis still around elementary school, junior high school, or senior high school. Thus, the research towards the test items which examine in collage level is really important to be conducted. Therefore, this research will analyze about test items quality in collage level.

IAIN Antasari Banjarmasin is one of the famous collage in South Kalimantan which makes English language course as compulsory subject for the students in the first year. Based on the information from the book "*Panduan Akademik dan Penjaminan Mutu Program Pembelajaran Intensif Bahasa Arab dan Bahasa Inggris Untuk Mahasiswa IAIN Antasari*", in 2013, the teaching institution of English Language for the first year students in IAIN Banjarmasin has been centralized at Language Development Center (*Pusat Pengembangan Bahasa: PPB*). English language is taught three times a week for 2 semesters in the English Intensive Course that is held by PPB. The total number of the course meetings in one year is 84 meetings, which is divided into part A and part B for each semester. After placement test, the students who take English Intensive Course in PPB will be gathered in some groups with

different level, those are group A+ (remedial), group A, and group B (acceleration). For group A and A+ , they will study in English Intensive Course during 2 semesters while for group B , they will study only 1 semester. For the assessment, in every semester there are three types of assessment, those are daily test, Middle Test, and Final Test (Dairoby, et. al., 2014, p.1).

The daily test is made by the teacher depend on how far the material delivered. Every teacher in PPB has their own way to assess the student progress. Because of that, the daily test of one teacher is different with another teacher. Therefore, it will be hard to analyse one by one type of test that used by all the teachers. The final test at PPB is the highest point to determine the final score at the end of study. It is 40% of the whole score of learning process. Thus, the final examination has a big role in deciding whether the students will pass or not in Intensive English Course.

The final test is divided into three days. In first and second day the students will be tested orally, and in third day they will be tested writtenly. The oral test is also often made by the teacher related to their students' level. It is often different type and question from one teacher to other teachers. The oral test is depend on teachers' comprehension towards their students' need and ability. But, for the written test, the test items is made by PPB team who consist of lecturers and instructors of PPB. Although, the written test will be examined the whole students of Intensive English course for every level in the same time. The test items also different from group A, A+, and B because the lesson material also different. Since the group A and A+ will get 2 times final

examination (at English Intensive Course Part A and Part B), it is important to analyze the quality for the final examination at Part A or A+ to the betterment quality test items for final examination at next semester (part B). But, consider to group A that has the biggest group than group A+ and B, so, this research will be focus in that group as representative from whole groups at Language Development Center IAIN Antasari Banjarmasin.

Based on the description above about the final examination at PPB, it is known that the written test still need the improvement. Because of that, it is need to be checked about the quality of written test. So, this research will be conducted on final examination at PPB to know the quality of test items for written test which is used.

The written test in final examination consists of three types of test, they are multiple choice, true or false, word arranging and short answer. Because there are too many types of test, this research will only focus on multiple choice test because multiple choice is a type of test which is not easy to make than another test. Multiple choice has some criteria that must be analyzed to know wheter the test items are good or not. The criteria is validity, reliability, item difficulty, item discrimination, and distractor efficiency. Therefore, this research want to analyze the validity, reliability, item difficulty, item descrimination power, and distractor influence towards test items in written test group A at PPB IAIN Antasari Banjarmasin.

The previous study related to the topic written by Elsa Fatonah Triwulandari, a student of S-1 English Education program, Languages and Arts

Faculty, at Surabaya State University, entitle *An Analysis of English Final Test for The First Semester of The Eleventh Grade Students of Sma Negeri 3 Jombang 2012/2013*. That research also analyzed the quality of test items consider with validity, reliability, item difficulty, item discrimination and the distractor efficiency. However, the difference is that research conduct in Senior High School 3 Jombang 2012/2013 but this research in Language Development Center IAIN Antasari Banjarmasin 2015/2016. The analysis of that research is done manually but this research will use software ANATES because it needs extra work if the writer do it manually for the total of sample is 288 students with 30 test items.

Finally, based on the informations above, this research will be conducted to know the quality of test items at PPB. This study entitled “*An Analysis of of Test items Quality in English Final Examination at Language Development Center (PPB) IAIN Antasari Banjarmasin 2015/2016*”. Next, it is expected that this research will contribute to the betterment of test items in final examination of English Course, especially in Banjarmasin, South Kalimantan.

This research will study the quality of test items. The quality here is based on result of validity, reliability, item difficulty, item descrimination power, the distractor efficiency and also from the whole analysis. As a result, the research will explain whether the final exam test at PPB is good or not.

B. Statement of Problems

This research about analysis of test items in final examination at Language Development Center of IAIN Antasari attempts to answer the following question “How are the qualities of test items in final examination at Language Development Center of IAIN Antasari Banjarmasin 2015/2016 based on validity, reliability, item difficulty, item discrimination and distractor efficiency.”

C. Objectives of The Study

Based on the problem statement, this study is intended to find out the qualities of test items in final examination at Language Development Center of IAIN Antasari based on validity, reliability, item difficulty, item discrimination and distractor Efficiency.

D. Significance of Study

There are two kinds benefits of this study include :

1. Theoretically, the result of this study can be used as a reference for those who want to conduct a research on analyzing the quality of test item. The result of this study can be useful to help the lecturers, especially for the lecturers of Intensive English Course of Language Development Center at IAIN Antasari Banjarmasin.
2. Practically :
 - a. For students

This study will be helpful for students to get a test with a good quality. A good test item can measure well their quality.

b. For Language Development Center

After analyzing the test items which used in final exam, they can revise and evaluate the test to improve the quality of test item. It also will help the PPB to improve the quality of the institution.

c. For writer himself

The result of this study can be useful to enlarge his knowledge about how criteria of an effective or a good test items.

E. Definition of Key Terms

To avoid misunderstanding towards the title of this research, the writer will describe the key terms as follows:

1. Analysis

Analysis is a process to study of something by examining and explaining every part of it (Bull, 2011, p. 14) Thus, in this research the writer intents to analyze about test items in Final Examination especially for multiple choice test for group A at Language Development Center IAIN Antasari Banjarmasin 2015/2016.

2. Test item quality

According to *Oxford Learner's Pocket Dictionary* (2011), (a) test is an examination to measure of a people's knowledge or ability, (b) item means a single unit in a list of something, (c) and quality means a standard about how good or bad something. Test item quality here, actually it is especially about the test items in multiple choice test in final examination

that used by Language Development Center IAIN Antasari Banjarmasin for group A. The researcher intends to analyze whether the test in final examination is a good test or a bad test based on validity, reliability, item difficulty, item discrimination, and distractor efficiency.

3. Language Development Center IAIN Antasari Banjarmasin is an institution of Intensive English Course for students in IAIN Antasari Banjarmasin. Its address is on Jalan Ahmad Yani km. 4,5 East Banjarmasin, Banjarmasin City, South Kalimantan. The Intensive English Course in Language Development Center IAIN Antasari is a compulsory program for all first-year students of IAIN Antasari.