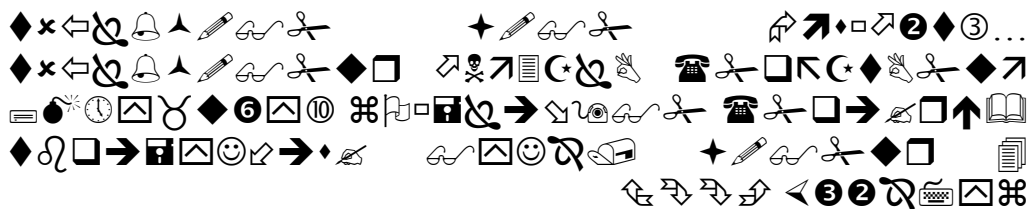


CHAPTER I

INTRODUCTION

A. Rationale

Education is very important for human, because by having a good education someone would be respectable man in a society. It is an effort which is done purposely by human through the activities of guidance, instruction and training for better future and high competent people. Education is one of aspects have to be done successfully in country. Education has purpose to gain human resources that have intellectual, skill, and experience that supported by a good behavior and steadily religious values. A successful development in a country depended on the level of education. Allah the Almighty said in the Holy Qur'an (Al-Mujadalah: 11) as follows:



Based on the verse above, it is clear that there is a difference between someone who has knowledge and who does not, whether knowledge of religion or the general knowledge which can be got through education. Moreover, education can help the human increase their humanistic potencies. It is needed to improve the quality of their life. Based on *Undang-Undang RI* No. 20 in 2003 stated that:

Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa bertujuan untuk

*berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri dan menjadi warga negara yang demokratis serta bertanggung jawab.*¹

Generally, education is divided into three main parts, that are: informal education like education from family, formal education like school and non formal education such as course and training. University is one kind of formal education besides elementary school, junior high school and senior high school. “Antasari” State Institute for Islamic Studies (IAIN Antasari) Banjarmasin is one of formal education institute under the Department of Religious Affairs (Depag). That institute has commitment to service and develop science and also to increase the quality of foreign language in his college. Based on the commitment, IAIN Antasari Banjarmasin established Language Institution in 1975. Then, in 1989 Language Institution was changed to Language Service Unit. After that, in 2002 the name was changed to Center for Language Service up to now.

The Center for Language Service has a main function to conduct foreign language teaching, such as English and Arabic in IAIN Antasari Banjarmasin. Besides that, the Center for Language Service organizes foreign language training, especially English and Arabic.²

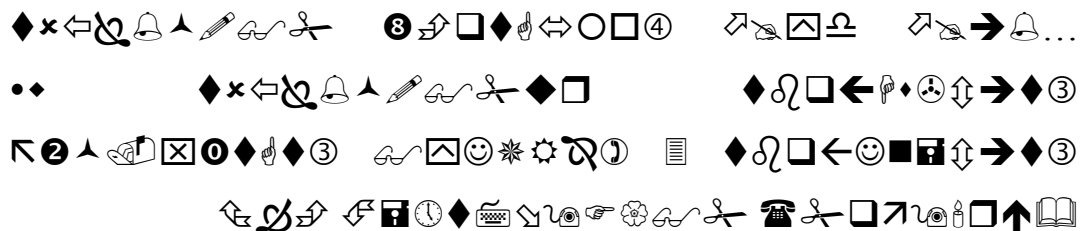
The intensive English teaching which managed by Center for Language Service has purposes to develop students’ English skills actively and to

¹Departemen Agama RI, *Undang-undang dan Peraturan Pemerintah RI tentang Pendidikan, Bab UURI No. 20 Th. 2003 tentang Sistem Pendidikan Nasional*, (Jakarta: Departemen Agama RI, 2006.),p. 8-9

² *Pusat Pelayanan Bahasa: Pengelola Dosen dan Asisten*, (Banjarmasin: IAIN Antasari, 2003), p.5

increase their English skills that have been mastered. The teaching is focus on the language skills actively, such as listening, speaking, reading, and writing.³

Evaluation is conducted to know how extent students' success in mastering the four skills in order to achieve the instructional goals. To measure the success of educational goals can be known through evaluation. Tyler defined evaluation as a process of collecting data to determine how extent, in which matter and part that the educational goals have been attained.⁴ Allah the Almighty said in the Holy Qur'an (Az-Zumar:9) as follows:



Based on the verse above can be known that Allah discriminates human between who have knowledge and who do not. In term of education, this matter should be carried out through an evaluation which one of its purposes is to discriminate between the students who master the materials and who do not.

The relation between teaching and evaluation is very strict and cannot be separated, as stated by Mehrens and Lehman that “to teach without testing is unthinkable. Evaluation and teaching are help each other.” Evaluation has to help teaching to achieve the instructional goals and how extent the educational

³ *Ibid.*, p.6

⁴ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Edisi Revisi, Cet.5. (Jakarta: Bumi Aksara, 2005), p.3

objectives can be known through evaluation. In evaluation needed an instrument which is test.⁵

Testing is an important part of every teaching and learning experience. Good evaluation of our tests can help us to measure student skills more accurately. It also shows that we are concerned about those we teach.⁶ Test is an instrument of evaluation. Arikunto states that test is an instrument or procedure that is used to measure something by certain rules.⁷ Test as an evaluation instrument has to have good items to run his function effectively. A good test shows the actual skills of students. To know whether a test is good or not the test has to be analyzed.

Based on the test function as a measurement tool of students' learning development, test is differentiated into six. They are: 1) selection or entrance test; 2) pre-test; 3) post test; 4) diagnostic test; 5) formative test; and 6) summative test.⁸ Summative test or final test is one of them which given on the final period of teaching learning program.⁹ The test is held to indicate the extent to which the students have mastered the specific skills they have been learned in a certain period of learning.¹⁰

⁵ M. Ngalim Purwanto, *Prinsip-prinsip dan Teknik Evaluasi Pengajaran*, (Bandung: Remadja Karya, 1984), p.3

⁶ Harold S. Madsen, *Techniques in Testing*, (New York: Oxford University Press, 1983), p.178

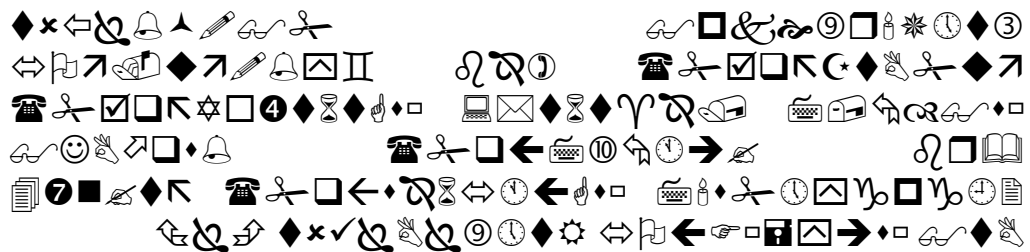
⁷ Suharsimi Arikunto, *Op.cit.*, p. 53

⁸ Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Raja Grafindo Persada, 2005), p.68

⁹ Suharsimi Arikunto, *Op.cit.*, p. 39

¹⁰ M. Ngalim Purwanto, *Op.cit.*, p. 26

To do a test effectively, the test should provide good items. It is important to analyze the items of a test in order to identify whether the items are good, sufficient, or poor. To identify the quality of a test, this research is focus on the item analysis of English final test for the students of Center for Language Service. The item analysis concerns to three points, they are: 1) The difficulty level of the item; 2) The discriminating power of the item, and 3) The effectiveness of distracters of each item. The three points are used to indicate the quality of the test. As the importance of observing or analyzing, it is related to the message of Allah the Almighty said in the Holy Qur'an (Al-Hujurat: 6) as follows:



The verse above Allah the Almighty asks human to examine everything carefully to know the truth. It shows that observing or analyzing is very important in our life.

Based on the first observation at Center for Language Service in IAIN Antasari Banjarmasin, the English teaching learning program is divided into two session, they are English A for two months then continued to English B for three months. Every session has a final test at the end period of teaching learning program. So, there are two English final tests, they are English A final test and English B final test.

This research is focus on English B final test as the last test to measure the extent of student achievement of the instructional goals. In addition, based on the interview with the staff of Center for Language Service, the writer gets some information, especially about the test which is made by a chief of English division who also as an English lecturer. The writer will analyze the items of the English final test as a teacher-made test , because if the test made by the English lecturer the writer may possible to analyze directly the lecturer of English competence in constructing the test and also to analyze the items of the test result.

Item analysis is very important to give information whether each item of English B final test has run the function as an evaluation instrument well. Identification of each item is done to give some information that can be used as a feedback to improve, revise, and complete the items that had been used in the English B final test at that year. So, the teacher can make the better items for the next test.

From what have explained above and there is no previous research about that, the writer is interested in conducting a research to analyze the items of the English B final test for the students of Center for Language Service at IAIN Antasari Banjarmasin. By conducting item analysis can be known the effectiveness of each item through determining its difficulty level, discriminating power, and the effectiveness of the distracters. This research entitled: **“Item Analysis of the English B Final Test for the Students of**

Center for Language Service at IAIN Antasari Banjarmasin Academic Year 2007/2008.”

Then, to avoid misinterpretation of the title above, the writer thinks that it is essential properly to clarify it as follows:

1. Item analysis

According to Arikunto, item analysis is a systematical procedure which gives a very specific information about test items that we have made to identify which items are good, sufficient, and poor.¹¹

2. English B final test

It means a test which is given at the end period of English B teaching learning program for the students of Center for Language Service at IAIN Antasari Banjarmasin academic year 2007/2008. There are two sessions of teaching learning program at Center for Language Service, they are English A and English B. English B is the last session of teaching learning program at Center for Language Service. The test is made by a chief of English division who also an English lecturer.

Therefore, this title means analyzing the items of English B final test for the students of Center for Language Service at IAIN Antasari Banjarmasin academic year 2007/2008 to identify whether the test has a good quality and to

¹¹ Suharsimi Arikunto, *Op.cit.*, p. 205

find out the error of items' construction to be revised for the quality development of the test.

B. Problem Limitation

In this research the writer will analyze the items test to identify the quality of the English B final test for the students of Center for Language Service at IAIN Antasari Banjarmasin academic year 2007/2008. The problems of this research are formulated as follows:

1. How is the difficulty level of each English B final test item given to the students of Center for Language Service at IAIN Antasari Banjarmasin academic year 2007/2008?.
2. How is the discriminating power of each English B final test item given to the students of Center for Language Service at IAIN Antasari Banjarmasin academic year 2007/2008?.
3. How is the effectiveness of distracters of each English B final test item given to the students of Center for Language Service at IAIN Antasari Banjarmasin academic year 2007/2008?.

C. Reason for Choosing the Title

There are some reasons that encourage the writer to conduct the title, they are:

1. Center for Language Service has important role to manage foreign language teaching, especially English in IAIN Antasari Banjarmasin.
2. A teacher has to do a test to ascertain the extent of students progress toward the goal of the English program. However, the English test should have a good quality in order the test functioned effectively.
3. Analyzing test item is the activity that can assist to improve the quality of a test.
4. A good item is the item that has its difficulty level which is not very high and not very low.
5. One of the test purposes is to discriminate the students who master the materials and who do not.
6. An effective item is the item which its distracters functioned effectively.

D. Research Purpose

The purpose of this research is to identify the test items of English B final test, whether the test has a good quality so that functioned effectively for the students of Center for Language Service at IAIN Antasari Banjarmasin academic year 2007/2008.

E. Research Significance

The significances of this research are as follows:

1. By analyzing test item, it is expected can be used as information how to analyze the test item.

2. By analyzing test item, it is expected can give information to the test constructor in the effort to improve the quality of the test.
3. By analyzing test item, it is expected can give an input for the writer herself to enrich knowledge about educational evaluation.
4. By analyzing test item, it is expected can give information for other researchers who want to do the same research but different point of view.

F. Organization of Writing

This research consists of five chapters; they are systematically arranged in this writing as follows:

The first chapter contains introduction; which is consists of rationale, problem limitation, reasons for choosing the title, research purpose, research significance, and organization of writing.

The second chapter contains theoretical review; which is consists of educational evaluation, test, and item analysis.

The third chapter contains research method; which is consists of subject and object, data and source of data, technique of data collecting, technique of data processing and analyzing, design of measurement, and research procedure.

The fourth chapter contains report of research result; which is consists of the description of research location, the description of English B final test, data presentation and data analysis.

The fifth chapter contains of closure; which is consists of conclusion and suggestion.