# CHAPTER I

## Introduction

### *Background*

In English learning, the way of assessment is important process that must be organized by a teacher. To organize the process of assessment, there are some factors that the teacher has to follow; to make relationships between the teaching materials with what has to assess, the level at students' ability and the assessment content and the objective of conducting the assessment. By assessment, the students are able to know their ability after conducted one learning and the teacher is able to know his quality in teaching. In adddition, Cordova (as citied in Iseni, 2011, p. 2) states that assessment is generally used to refer to all activities teachers use to help students learn and to gauge students' progress. It is also supported by Hall (as citied in Iseni, 2011, p. 2) who states that assessments should measure how well students learn as well as what they have learned. Thus, assessment is helping the teacher to know the students' progress after conducted one learning.

Additionally, the assessment is as a test, it is a method of measuring a person's ability or knowledge on a given domain. Iseni (2011, p. 65 ) says that test is a way to judge what students' know, in order to help them improve their achievement and give them a criteria for success. Therefore, a test is another term of assessment. It means to test is as to assess the students' ability after they learn.

It is well known, the test is not only useful for the teacher and students, but also the test has many functions for the teacher and students. They are to describe whether the students have mastered the competence or not, to evaluate students' study result, to find out the weakness of teaching. It is also as a control for teacher and school towards the progress of

students, Jihad & Haris (2013, p. 72). In addition, the function of test relate to the aims of the test itself. Hughes (1989, p. 7) states that the aims of testing are to measure language proficiency regardless of any language courses that candidates may have followed, to discover how far the students have achieved the objectives of a course of study, to identify what students know and what they do not know and to assist placement of students by identifying the stage or part of a teaching programme most appropriate to their ability. Therefore, the test should be improve students' ability. It is because, the test has some good functions and aims that can measure students' ability.

Moreover, to achieve the aims of the test, in testing the teacher has to use a good test to test the students' learning result. However, the good test must be analyzed in two criterias. It is supported by Lodico ( 2006, p. 110) explains that the good test must be valid (validity) and reliable (reliability). Validity focuses on ensuring that what the instrument claims to measure is truly what it is measuring. Validity test  consists of construct validity, content validity, concurrent validity, face validity and item validity. Each kinds of validity has different analysis but it is still related. It means that they have relationships to organize the good test to measure students' learning result.

In addition, not only validity of test that can be seen to the good test, but also the reliability of test has the significant role to organize the good test. Reliability of test means generalisability, consistency and stability of a test. Reliability refers to the consistency of scores that is an instrument can produce approximately the same score for an individual over repeated testing or across different raters. Therefore, the test that organized by the teacher must be valid and reliable, if an instrument does not have sound validity and reliability, the instrument does not have any value.

Actually, beside validity and reliability that can be seen to the test, the item of test also should be analyzed in test to arrange the good test. To analyze the item of test consists of the subject, construction of test and language that used. However, in multiple choice test the item analysis emphasizes on statistical analysis. Consists of item facility, item discrimination and the effectiveness of distracter. Moreover, the purpose of item analysis of test is to know the quality of item of test that used. As a result, the good test must be valid, reliable and has good item analysis. It is because, if the item of test has a high validity, thus the validity of the test is high. On the contrary, if it is known the validity of test is high, so the validity of item of test is also high.

Neverthless, there is one of schools in Lasalepa district, Muna city, Southeast Sulawesi Province, it is SMPN 2 Napabalano. Based on the result of observation, this school only has two English teachers. This is because, the school was build in isolated area and far from the city, in order that only a few teachers who want to teach in the school. If the teacher is comparing with 340 students, it can be known that the teacher is obtaining some difficulties to handle the students' learning activities. It is also proven by the test to measure the students' learning result in final examination of semester test or in Indonesia is known as Ujian Akhir Semester (UAS) was not valid yet maximally. Actually, the test that used in this school consists of 22 numbers multiple choice items and 5 numbers are essay items. However, the analyzing of test will be maximal, if it already analyzes in five parts of validation, they are ; construct validity, content validity, concurent validity, face validity and item validity, then reliability test and its the item analysis of test itself. However, the test that used in SMPN 2 Napabalano is only analyzed in construct validity (based on the curriculum that used by a teacher ), content validity ( based on the goal of learning and material which teacher explained in the previous of conducted of the test), concurrent validity and face validity. The fact, the test that used in SMPN 2 Napabalano did not analyze yet in item

validity, reliability test and the item analysis of test. It is because after giving the examination of the UAS test, the teacher did not give directly the test result or students' score to his/her office because he/she was busy. It means the teachers is unable to handle many students' test result. Thus, it can be concluded that  the test in SMPN 2 Napabalano does not validate yet in item validity, reliability test and item analysis of test, because of the restrictiveness of time.

Based on the description above, I would like to know how well the UAS test in SMPN 2 Napabalano in 2014 academic year. Whether the item of test is valid or not, reliable or not and each item analyzed maximal or not. Thus, I would like to analyze the item validity, reliability test and item analysis of test consists of item facility, item discrimination, the effectiveness of distracter. Therefore, this research focuses on the topic of  Validity and Reliability of Final examination Semester Test in English at SMPN 2 Napabalano in 2014 academic year.

### Research question

Based on the description about the problems before, the formulation of the problem in this research are " How are validity and reliability of UAS test in SMPN 2 Napabalano in 2014 academic year? And " How are the item facility, item discrimination and the effectiveness of distracter of each item of multiple choice test?

### Research objectives

This research aims to find out whether the test of UAS in SMPN 2 Napabalano in 2014 academic year is valid and reliable or not and whether the item facility, item discrimination and the effectiveness of distracter each item of the test is good or not.

*Significances*

The significance of this research consists of two points of theory and practice. The first is theoretical significance is that the result of this research is a reference for the candidate of English teachers' or English teachers' to organize test validity, test reliability and item analysis in testing. Furthermore, this research is expected be the reference for further research about testing in English subject. The second is practical significance is expected to provide some advantages for teacher and students. The teacher is able to know in constructing the good test. Then, the students will be easier to know the real result of their test.

*The Scope of Research*

This research limits to the validity, item validity, reliability and item analysis in multiple choice test which consists of Item Facility, item discrimination and the effectiveness of distracter. Then, it is analyzed by statistical analysing of UAS test in English at SMPN 2 Napabalano in 2014 academic year.