

## CHAPTER I

### INTRODUCTION

#### A. The Background of The Study

In teaching English, Indonesia has a target or certain purpose of English teaching in every level of education. The teacher deals with many things such as material, the improvement of skills from the students has to be known by the English teacher, so the teacher knows how much the ability of students increase, method, media, and evaluation. Evaluation is to know the ways succeeded students in studying English. As stated by Sophie and Pavlou, “Evaluation is the process of gathering information to determine the extent to which a language programme meets its goals.”<sup>1</sup> Evaluation is an important aspect of the teaching-learning process, in-process teaching-learning cannot be separated. Evaluation is useful for knowing the achievement of the students. On the other side, evaluation is useful for knowing the achievement of the students towards the goal, assemble the data then analyze it and interpret the result for taking a decision.

Divided evaluation is into two. There are tests and non-test. Through a test are the ways to do the evaluation. As stated by Sugianto, “There are three important components of the teaching and learning process; namely goal,

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<sup>1</sup> Sophie Ioannou-Georgiou and Pavlos Pavlou, *Assessing Young Learners* (New York: Oxford University Press, 2003), 4.

activities, and test.”<sup>2</sup> On other side, Anthony Green said “A test is an event that is specially set up to elicit a performance (usually within a predetermined time frame) for the purpose of making judgments about a person’s knowledge, skills, or abilities.”<sup>3</sup> A test is one of the instruments for collecting data which is later used to make various decisions about the students’ behavior or achievement in the teaching and learning process. The test is very important for measuring the behavior of students.

At present, there are some problems in education that the teacher faces in making a good test. For example in MTs Al-Khairiyah Bahari Jakarta Utara, the teacher has some problems which have to face. The problems are the teacher does not know the way to analyze the test, and he does not have much time to analyze it, so he does not care about the quality of the items, though it is too difficult or too easy. An item analysis focusing to analyze the three good test characteristics. Therefore, validity, reliability, and practicality are needed to analyze the test item to make sure how good the item quality is. After the test, items have been tried out and the test items are good, so the next process is analyzing the test items using the three aspects of item analysis, there is difficulty level (DL), power of discriminating (DP), and the effectiveness of distractor.

Knowing the quality of the test, the test items should be analyzed. The quality of each item affects the quality of the test because by analyzing each

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<sup>2</sup> Aris Sugianto, *Item Analysis of English Summative Test: EFL Teacher-Made Test, Indonesian EFL Research & Practice*, Vol. I, Issue 1, (January, 2020), 35.

<sup>3</sup> Anthony Green, *Exploring Language Assessment and Testing: Language in Action*. (New York: Routledge, 2020), 6.

item the teacher can find out which item that appropriate with criteria, which item must be removed, and which item should be revised. Besides, to know the quality of the items in the test, it is necessary to analyze every item in the test. Therefore, the English mid-test in MTs Al-Khairiyah Bahari Jakarta Utara. Should be analyzed by the teacher, so he knows the item which must be removed and which item should be revised. In implementing this analysis, the writer analyzed the English summative test in MTs Al-Khairiyah Bahari Jakarta Utara.

Based on the above facts, it attracts the writer to analyze the quality of the English summative test item, based on the aspect of difficulty level, discriminating power, and the effectiveness of distractor by analyzing the mid-test in the second semester of the eighth-grade students of MTs Al-Khairiyah Bahari Jakarta Utara in 2020-2021 Academic Year.

## **B. The Statement of The Study**

Based on the background of the study, the identification of the problem will be as follows :

1. What is the material of an English summative test that given by the teacher on learning materials of students in the eighth grade on MTs Al-Khairiyah Bahari Jakarta?
2. What is the English summative test item adequate in terms of the facility value of the mid-test of the eighth grade on MTs Al-Khairiyah Bahari Jakarta Utara in 2020-2021 academic years?

3. Is the English summative test item fulfill the good quality of item on mid-test of the eighth-grade students on MTs Al-Khairiyah Bahari Jakarta Utara in 2020-2021 academic years?

### **C. The Objective of The Study**

1. To investigate the teacher give English summative test by the learning materials of students at the eighth grade of MTs Al-Khairiyah Bahari Jakarta.
2. To analyze the English summative test item adequate in terms of the facility value the eighth grade on MTs Al-Khairiyah Bahari Jakarta Utara in 2020-2021 academic years.
3. To test the English summative test item fulfill the good quality of item on the mid-test of the eighth-grade students on MTs Al-Khairiyah Bahari Jakarta Utara in 2020-2021 academic years.

### **D. The Scope of The Study**

The writer focused only on the item analysis in the discussion. Finding the results of item difficulty level, item discriminating power, and effectiveness of distracter in the English summative test of MTs Al-Khairiyah Bahari Jakarta Utara second semester of eighth grade.

### **E. The Significance of The Study**

This research provides information about the quality of English summative test items for Eighth- grade students of MTs Al-Khairiyah Bahari Jakarta-Utara related to facility value and the good quality of items. There are two significances of this research. They are:

### 1. Theoretical Significances

The findings of this provide significant information about facility value and the good quality of items of English summative test items for eighth-grade students on MTs Al-Khairiyah Bahari Jakarta Utara. It is anticipated to be used as a tool to improve the English summative test's quality. Furthermore, this study might benefit other researchers by serving as a reference for future research on a comparable issue.

### 2. Practical Significances

This result of the research can be useful for English teachers in MTs Al-Khairiyah Bahari Jakarta Utara. That the test cannot be made and assumed only based on students or one's outer performance or guessing in some cases. The test items should be developed to evaluate students' comprehension and abilities, according to the author's expectations. In addition, the findings of this study may aid teachers in their efforts to create and maintain an excellent test.