

CHAPTER I

INTRODUCTION

A. The Background of Study

Education is a learning process delivered by teachers or parents, accepted and applied by students or children through teaching, training or research. Students need the education to develop their knowledge, character and skill as Chandra claimed that education is the process of developing the inner abilities and powers of an individual.¹ In education, the teacher needs a curriculum as a teaching guide.

A curriculum is a program created by a particular institution to achieve a certain target of learning consisting of a collection of plans, objectives, learning materials, and even the teaching methods used for the learning process. Indonesia education currently has been implementing curriculum 2013 since the school year 2013/2014 until now, which has four core competencies, namely K-1 for the core competence of spiritual attitudes, K-2 for the core competence of social attitudes, K-3 for the core competence of knowledge, K-4 for the competence of skills.²

The school curriculum based on curriculum 2013 applies authentic assessment to assess, including attitudes, knowledge and skills. Techniques and instruments that can be used to assess these core competencies are observation, self-assessment, peer

¹ S.S Chandra and Rejendra K. Sharma, *Sociology of Education* (New Delhi: Atlantic Publisher and Distributor, 2004), 1.

² Permendikbud, *Perubahan Atas Peraturan Menteri Pendidikan dan Kebudayaan Nomor 58 Tahun 2014 Tentang Kurikulum 2013 Sekolah Menengah Pertama/Madrasah Tsanawiyah* (Jakarta: Kemendikbud, 2018), 6.

assessment, journal assessment, written test, oral test, assignment and portfolio.³ From these descriptions, one of the ways to measure student knowledge or abilities is by giving a test.

A test is defined as an instrument or systematic procedure for observing and describing a student's characteristics using either a numerical scale or a classification scheme.⁴ Through testing, the teacher can measure student achievement and teacher performance in the classroom. In a simple, a test gives the data and the information to the teacher about how well the student mastered the materials that have been taught in the learning process.

The quality of a test can determine the results to be achieved from the assessment activities carried out. A good test will result in a good and accountable achievement. Conversely, if the test used not good enough, the result achieved will be far from expected. There are four characteristics of a good test: validity, reliability, objectivity, and accuracy of measurements.⁵ It can be valid if the test can measure what is should be measure. It is reliable if the result from the test remains consistent despite repeated measurements. The test can be objective if it is carried out using predetermined measurements. The accuracy of measurements happened if the result of measurement and the true value of the thing being measured is in agreement. Therefore, the teacher should be prepared for the test as well as possible.

³ H. M. Musfiquon, *Penilaian Otentik Dalam Pembelajaran Kurikulum 2013* (Sidoarjo: Nizamia Learning Center, 2016), 68-81.

⁴ Anthony J Nitko and Susan M Brookhart, *Educational Assessment of Students. Sixth Edition* (Edinburgh Gate: Pearson, 2014), 27.

⁵ George F. Madaus, *Educational Evaluation: Classic Works of Ralph W. Tyler* (London: Kluwer Academic Publisher, 1989), 58.

In applying the test's good characteristics, the teacher gives the test and corrects the student's answer by value to know the student's response on each item and know how well the test item works on a student. The test item is a specific task given to know the student's ability, knowledge and performance. According to Steven "Test item is a unit of measurement with a stimulus and perspective form for answering; and it is intended to yield a response form examinee from which performance in some psychological construct may be inferred."⁶ It means that the test item is needed to measure the student's ability to study. Sudijono in Hasbullah stated that the good test item is consists of item difficulty, discrimination power and item distractor.⁷ The results of the test item that shown the difficulties dan easier of the question are mention as the level of difficulty. The results of the test item that shown the differences in student ability are mention as discrimination power. The options that are not the answer key (correct answer) is mention as item distractor.

Precisely, the difficulty level and discrimination power correlate with each other. If the item has an easier categorization of difficulty level, it means that the item has no power discrimination on students. The difficulty level and discrimination power are analyzed for the item quality from student responses on capturing the correct answer. In contrast, the item distractor is an analysis of how well the options distract the student from capturing the correct answer. Therefore, the researcher only

⁶ Steven J. Osterlind, *Constructing Test Items, Constructing Test Items* (London: Kluwer Academic Publisher, 1989), 20.

⁷ Hisbullah, "The Analysis of Discrimination Power of English Summative Test at MA Muhammadiyah Tenggara Lembang Sinjai" (UIN Alaudin Makassar, 2018), 3.

focuses on analyzing the test item's difficulty level and discrimination power to know the test item's quality from students' responses without involving the item distractor.

In every semester teacher gives the test to the students to evaluate the result of the learning process in one semester, namely the final term examination. *Musyawarah Guru Mata Pelajaran* (MGMP) designed the final term examination to measure student ability with predetermined competencies standards. In the academic year 2020/2021, the test design by a teacher at that school. Because in the academic year 2020/2021, the *Corona Virus Diseses* 19 (COVID-19) makes the learning process not done face to face. So that, the government provides relief that the academic unit in special conditions is not obliged to complete all curriculum achievements for class promotion or graduation and the assessment carried out by conditions and needs of students and education units.⁸ Therefore, the teachers at MTs Al-Khairiyah Kamasan make their own test for the students based on the material that has been delivered, which still refers to the competency standards and the curriculum in particular conditions.

The student in the seventh grade of MTs Al-Khairiyah Kamasan gets the low value from their English term examination in the previous. It is because the students do not understand the subject well. Besides, the exam question looks different in their mind, or the test item does not balance with their ability. Based on the fact that some students were able to answer some questions on test items while some students

⁸ Kepmendikbud, *Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus Nomor 719/P/2020* (Jakarta, 2020), 3-5.

were not because the student has a different level of knowledge on understanding the English material that has been learned. Therefore, the researcher wants to analyze each item's difficulty level and discrimination power to know the differences between student ability and level of the test item that has been given.

According to the explanations above, the purpose of the research is to analyze the test item through the level of difficulty and discrimination power. It is expected this research can add knowledge about how the good test show to the student. Therefore, the researcher would conduct the study under the title **“An Analysis of Difficulty Level and Discrimination Power of English Final Term Examination at Seventh Grade of MTs Al-Khairiyah Kamasan (A Quantitative Research in the Academic Year of 2020/2021)”**.

B. The Identification of The Problem

The problem which occurred due to the background explanation above can be list as follow:

1. The different level of student knowledge in capturing English lessons that have been learned.
2. The level of difficulty and discrimination power of each question that being tested.
3. Some students were able to answer the questions in the test item correctly, and some students were not.

C. Limitation of Problem

Because of the width of the study, the researcher limits the research based on the statements in the identification of the problem. This research focused on analysis of difficulty level and discrimination power of English final term examination in the first semester in the multiple choices question at the seventh grade of MTs Al-Khairiyah Kamasan in the academic year 2020/2021.

D. The Formulation of Study

Based on the background of the study above, the researcher formulated the problem of the study as follows:

1. How is the quality of an item of the difficulty level of English final term examination at the seventh grade of MTs Al-Khairiyah Kamasan?
2. How is the quality of an item of discrimination power of English final term examination at the seventh grade of MTs Al-Khairiyah Kamasan?

E. The Objective of Study

Based on the formulation of the study, the study has some objectives describe as the following:

1. To describe the quality of an item of the level difficulty of English final term examination at the seventh grade of MTs Al-Khairiyah Kamasan.
2. To describe the quality of an item of discrimination power of English final term examination at the seventh grade of MTs Al-Khairiyah Kamasan.

F. The Significance of Study

The significance of this study is expected to contribute, especially in academia.

The significance of this study also describes as follows:

1. For the reader, this study is expected to be used as a reference for further research by its development. It can also examine test items in terms of difficulty level and discrimination power for other subjects.
2. For the teacher, this study gives information about the student's ability to capture the English language in one semester. As a test maker, the teacher also detects how the quality of the test item in each question. Therefore, the teacher knows which item of questions must be repaired or discarded. The teacher should also prepare the teaching strategies and possibly build the student's ability in the second semester.
3. For the students, it is useful to prepare and develop their study more effectively in the following semester.
4. For the researcher, it gives contribution to prepare herself to become a real teacher in the future and increase her skill in constructing the test item.

G. The Organization of Writing

This research divided into five chapters that will be explained simply in the following list:

Chapter I Introduction: consist of the background of the study, the identification of the problem, limitation of problem, the formulation of study, the objective of the study, the significance of the study and the organization of writing.

Chapter II Theoretical Framework: consist of the scope of English test at junior high school level, test item analysis, difficulty level, discrimination power, criteria of interpreting of difficulty level and discrimination power, previous of study and thinking framework.

Chapter III Methodology of Research: consist of the place and time of the research, method of the research, population and sample, the research instrument, technique of collecting data, technique of analyzing data and hypothesis.

Chapter IV Finding and Discussion: consist of data description, data analysis and interpretation and discussion.

Chapter V Conclusion and Suggestion.