

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the problems of the study, the objectives of the study, the significance of the study, scope and limitation, definition of key terms.

A. Background of the Study

In education generally, planning, implementing, assessing activities are conducted. The activities occur consecutively, it means that the planning activity is followed by the implementing activity, then by assessment. In this matter, an assessment plays an essential role since it is deliberately done to know student performance. Supardi said that “the essence of assessment is to take a decision on something by referring to certain measures such as good and bad, clever or stupid, high or low, and the like.”¹ Due to the importance of such an assessment, the recent educational system in Indonesia, the 2013 curriculum has been launched where in this curriculum, an authentic assessment system is adopted.

Principally, there are two types of assessment, namely formative and summative assessments. Formative assessment is intended to understand students’ progress or development of their study, while summative assessment is to give rewards or classifications after students learn one or some basic competences. Dealing with the authentic assessment, the assessment may include among others observational assessment, self-assessment, students’ portfolios and work folders. In the observational observation, it can be done by the teacher during the classroom activities, for example, students’ participation in group discussions, presentations, debates, and the like. In the self-assessment, the teacher may guide or ask each student to assess his/her work by him/herself, and in students’ portfolios and work folders, the teacher may observe students’ works one by one.

¹ Supardi, *Penulisan Autentik Pembelajaran Afektif, Kognitif, dan Psikomotor Konsep dan Aplikasi* (Jakarta: PT. Raja Grafindo, 2015), 11.

Besides observation, self-evaluation, students' portfolios, and work file, testing may also be adopted. Testing is a type of assessment used for efficiently and quickly measuring knowledge of students' skills. Testing is always found in formal assessment like daily test, midterm test, and final test in every school where their scopes are determined by stakeholders themselves. It is used to pass the next level class. Besides, the government also holds tests for third grade students either in Junior or Senior High School in the national examination, for instance. Testing is also used for or entrance test.

In the context of the teaching and learning process, such test is valuable if and when the results are used to improve instruction and students' achievement. Meanwhile, evaluation is the final step or the processes of compilation of the various data collected through assessment and testing, then learners and teachers together analyze it.

Currently, the year of 2020 has brought a change for the curriculum system and agendas due to the Corona Virus (Covid-19) pandemic. All of students have to learn from home through online learning activities, where the implementation of this kind of learning may give meaningfully learning experiences for students without being burdened or demanded to complete overall curriculum and basic competences for neither passing grade nor test.

The National examination in this year has been canceled for every third student in Junior, and Senior High Schools and for every fifth year student in Elementary School. According to Nadiem Makarin, the Minister of Education and Cultures as reported in Liputan 6 News by Makdori, it is stated that the basic principle adopted by the Ministry of Education and Cultures is the safety and health of our students and their families. If the national examination is conducted, it can pose health risks, not only to the students, but also families and grandparents. Moreover, a huge amount of 8 million students should be tested during the national examination. Nothing is more important than the safety and

health of students and families, so the UN (National examination) is canceled for the year 2020.²

In addition, National examination is no longer a prerequisite for graduation. Nadiem Makarin reminded that the prerequisite for graduation is through school tests held by each school. He allows school tests to continue to be held but using consideration of vigilance, which means that it is not held it face to face.³ In this year, school tests are held by online platform. Furthermore, the official letters of Ministry of Education and Cultures (The Official Announcement Letter number 4, year 2020 about Implementation of Education Policy in the Emergency Period of Corona Virus (Covid-19)) can be seen in the appendix 1.

The test of senior students in the pandemic year becomes hard challenges. Particularly, the teachers should make their own test. It is also more challenging due to limited time in preparing such a final test. Regarding to this present situation, the researcher conducted a study on the analysis of teacher made-final test because this test highly determines the student graduation.

Talking about language testing, some teachers usually forget another important aspect in administering a test, namely in producing a high-quality test. A good test represents the purpose of administering the test, on the contrary, a bad test will not represent such a purpose. Therefore, a test analysis is necessary to discuss in order to give an outlook for English teachers and institutions as testers for correcting problems. The study on test analysis has previously been conducted by some researchers. Here the researcher made a specific analysis on a tryout test for Final National examination simulation.

This try out is one of the examples of tests made by teachers that might come a school itself, another institution and a course. The researcher took this example because of the similarity among English teachers at each school in making tests for final test, as the replacement of the National examination.

² Yopi Makdori, "Ujian Nasional Ditiadakan Karena Corona COVID 19 Bagaimana Persyaratan Kelulusan Siswa", *Liputan 6*, <https://www.liputan6.com/news/read/4211905/headline-ujian-nasional-ditiadakan-karena-corona-covid-19-bagaimana-persyaratan-kelulusan-siswa>, March 27th, 2020, accessed May 31th, 2020.

³ Ibid.

A try-out program has been made in all schools as simulation before senior high school students do national examination. It is important to have such kind of try-out in order to increase the number of students that may pass the national examination. For the third year students, this try-out program is utilized to measure their ability to do national examination later. Previously, the form of such national examination and try-out simulation was PBT (Paper Based Test), but now its form is CBT (Computer-Based Testing). This recent method give an emphasis on the arrangement where every answer is saved and scored electronically. The software system is beneficial for teachers or instructors in organizing, scheduling and carrying out the test, and in sending and reporting the data efficiently. However, it is still found out that some test makers still use the paper-based test.

The researcher found studies with the same topic namely try-out test analysis. Mostly they come from Indonesian teachers who applied the try-out simulation for national examination. And from year to year there are some aspects the previous researchers identified as a common technique in a test analysis.

The first study by Dea DB Cindrakasih is aimed to analyze an English Try-out Test of the Ninth Grade Students at MTSN Probolinggo. This study explores the 2016/2017 English try-out test. The multiple choice test type was published by the Ministry of Religion and was designed by a group of English test makers in cooperation with the Ministry of Religion. This research discussed the content validity, reliability, item distractor, item difficulty, and discriminating power. This English Try-out test had 48 items (96%) which are appropriate with the basic competences. Using five different packets, the reliability in Package 1 was in the moderate criteria and the rest package were in high criteria. The other discussion proves that all packages showed a low validity since the percentage of the total number of valid items was below 50%. Interestingly, the results showed that test maker gave the most difficult items in Package 5 compared to the easiest items in Package 1. The discriminating power result was dominantly shown in poor items. In the end, she suggested that test makers should create an English Try-out test that has an appropriate content with the syllabus. She expected that it

would be beneficial for other researchers who intend to conduct other try-out test analyses.⁴

The second is Abidatul Khoiro. She made her thesis with the aim of analyzing a teacher-made English try-out test for the 2010-2011 national examination for the third graders of MAN Sidoarjo. This research analyzed an English try-out test made by English teachers in MAN Sidoarjo. The researcher wondered why teachers in that school rarely analyzed their own tests and she found that students' scores were dynamic. Some students got good scores, while the other had poor ones in the try-out test. The result showed that the content validity of the teacher-made English try-out test of MAN Sidoarjo was good since 52% items test covered the indicators of Standard of Graduates Competencies. The test had a good index of difficulty, meaning that the test items do not need to be revised and may be used as a reference. The index of discrimination is different between the two classes. The result of the Science class showed that its index of discrimination was poor and wrong, while that of the Social class was good. Therefore, the teacher should modify the test so that it could cover the entire indicators of standard of graduates' competences. The weakness was that although the finding was good, but it proves that the researcher only used minimal criteria as a good test.⁵

The third research is made by Puji in her thesis aimed to analyze English Semester Test for Second Year (A Case Study at MTs Negeri Grogol in the 2009/2010 Academic Year). This study is about the analysis of a semester test made by the teachers in junior high school as the object of study. Only six characteristics of a good test mentioned in her research had fruitfully been proved. The main results of the study explained for instances that the content validity represented all competences, the test consisted of four language competence except listening competence, test was enough valid (47%), it was also reliable,

⁴ Dea DB Cindrakasih, "Analysis of English Try Out Test of The Ninth Grade Students at Mtsn Probolinggo", *Journal Ilmiah Edukasi & Sosial*, Vol. 9 No.1 (2018), 28-37. URL: <http://jiesjournal.com/index.php/jies/article/view/122>.

⁵ Abidatul Khoiro, "An Analysis of teacher-made English try-out test for national examination 2010-2011 for the third graders of MAN Sidoarjo", (Undergraduate Thesis, UIN Sunan Ampel, Surabaya, 2018). URL: <http://digilib.uinsby.ac.id/21861>.

fair, meaning that it is not too difficult or too easy, and its had a good item discrimination. The researcher had applied the theories of test analysis and it can be said that the test is qualified. The strengths seen in this study are that it is fully supported by the result and it becomes beneficial for teachers and students. Teacher would learn to develop tests well, and the test may reveal students' ability in powering English materials.⁶

In conclusion, the researcher sum them all up based on who the test makers are and the criteria used to analyze test. From the previous descriptions, it is revealed that those tests are designed by a group of English test makers in cooperation with the Ministry of Religion and English teachers. The researcher still did not make any assumptions about who is better in making tests, because they may be included into experts of English subject. Briefly, it can be explained that each researcher, continually, year to year, has similar aspects to be observed. Starting from 2010, the researcher has chosen to study content validity, concurrent validity, construct validity, reliability, index of difficulty level, and discrimination power. Meanwhile, the researcher in 2012 used the aspects such as content validity, index of difficulty, index of discrimination as the subjects of study. Then, the researcher in 2017 studied content validity, reliability, index of difficulty, discrimination power.

The result is that they have different quality to be done by senior students. Besides making a good preparation, a maker should compile the materials well, the level of difficulty, and any other criteria. Those all are determined as a quantitative analysis.

All of the previous studies only made analyses on the basis of the tests quantity. Therefore, the researcher has found some gaps from the previous studies. In accordance with Supardi, this analysis is divided into two; namely the instrument items in quantitative and qualitative analyses. The researcher took a quantitative analysis in order to check whether it has been compatible with the purpose of a good test and a qualitative analysis intended to whether it is

⁶ Puji Yunarsih, "An Analysis on English Semester Test for Second Year (A Case Study at MTs Negeri Grogol in Academic Year 2009/2010)", (Undergraduate Thesis, IAIN Kediri, Kediri, 2010).

appropriate with the rule of material directions, construction directions, and language direction as well in good qualitative analysis criteria.⁷

The qualitative analysis of instrument items is divided into moderator and panel techniques. A moderator technique is a discussion technique where there is one person serving as an intermediary. The experts can be only such teachers who teach the materials, linguists, curriculum makers, or assessment experts who discuss together about the test.

Meanwhile, the qualitative panel technique means to analyze the forms of tables and checklists for an essay test format and a multiple choice test format based on Abdul Ghofur and Djemari Mardapi. The formats contain materials, construction, language/culture, and key answers/guideline scores. The preparations needed are the grid questions, the reference curriculum/syllabus, the source books, the guidelines assessment, and English dictionary.⁸

Thus, all aspects and criteria above in this quantitative and qualitative design can be considered to be used in this research to observe in the English teacher made final test as the substitute of the National examination. At present time, the name of such an test is USP (*Ujian Satuan Pendidikan/Education Unit Test*). The aspects and criteria make the researcher interested in carrying out a study with the title: Analysis of English Teacher-Made Final Test for The Ninth Grade Students during the Year of Pandemic Covid-19. For simplicity, the Teacher-Made Final Test is abbreviated into ETFT. The object of the research is focused on the ninth grade students of SMPN 3 Kediri and SMP AL-HUDA Kediri, where SMPN 3 Kediri represents the state junior high school, while SMP AL-HUDA Kediri represents the private junior high school.

⁷ Supardi, *Penulisan Autentik Pembelajaran Afektif, Kognitif, dan Psikomotor Konsep dan Aplikasi* (Jakarta: PT. Raja Grafindo, 2015), 81.

⁸ Supardi, *Penilaian Autentik.*, 82.

B. Statement of The Research Questions

Based on the background above, the researcher should have problem statements that would be a guide. So in this study, the test is analyzed with some criteria below.

1. What is the quality of English Teacher-Made Final Test (henceforth ETFT) for the ninth grade students of state and private junior high schools in Kediri quantitatively?
 - a. What is the reliability level of ETFT?
 - b. What is the index of difficulty of ETFT?
 - c. What is the discrimination power of ETFT?

2. What is the quality of ETFT for the ninth grade students of state and private junior high schools in Kediri qualitatively?
 - a. What is the content validity of ETFT?
 - b. What is the material direction of ETFT?
 - c. What is the construction direction of ETFT?
 - d. What is the language direction of ETFT?

C. Objectives of The Study

Based on the statement of the problem above, this study is directed:

1. To get the description of the quality of ETFT for the ninth grade of state and private junior high school in Kediri quantitatively.
 - a. To get the description of the reliability level of ETFT for the ninth grade students of state junior high school and private junior high school.
 - b. To get the description of the index of difficulty of ETFT for the ninth grade students of state junior high school and private junior high school.

- c. To get the description of the discrimination power of ETFT for the ninth grade students of state junior high school and private junior high school.
2. To get the description of the quality of ETFT for the ninth grade of state and private junior high school in Kediri qualitatively.
 - a. To get the description of the content validity of ETFT for the ninth grade students of state and private junior high school.
 - b. To get the description of the material direction of ETFT for the ninth grade students of state junior high school and private junior high school.
 - c. To get the description of the construction direction of ETFT for the ninth grade students of state junior high school and private junior high school.
 - d. To get the description of the language direction of ETFT for the ninth grade students of state junior high school and private junior high school.

D. Significance of The Study

The finding of the research hope to be able to provide description of the quality of test instrument used to assess the student of SMPN 3 Kediri and SMP AL-HUDA Kediri. Thus, findings of study are expected to give benefit several group of people.

1. For the English teachers and other test makers, the researcher expects that the result of the study will be useful for the teachers so that they can increase their ability to make good test.
2. For students, about English school final test, it will be used to determine how their achievement during learning English materials.
3. For further researcher, this study will encourage other researcher in order to analyze more about the test made by test makers.

E. The Scope and Limitation

The researcher limits the scope of this study in order to make this study not too board. The researcher observes and analyzes the aspects of a good quality test based on several language testing experts. For the objects that the researcher has taken are only two schools, those are SMPN 3 Kediri as state junior high school and SMP AL-Huda Kediri as private school. These schools have been adequately represented in this research.

F. Definition of Key Terms

This study is conducted to describe the quality of ETFT for the ninth grade students of state junior high school and private junior high school in Kota Kediri. The quality includes some aspect such as:

1. The content validity refers to measure certain specific purpose which is compatible to materials and content given.
2. Reliability is primary importance in the use of both public achievement and proficiency test and classroom test
3. Index of difficulty level is an analysis of test items through the degree of student after being tested
4. Discrimination power is an analysis of test items in order to know the test can be discriminated the students from the highest score or lowest score
5. Material direction is an qualitative analysis of instrument items in regard to how well the test is convenient with indicators, level of class, the purpose of measurement and only one answer key per items
6. Construction direction is an qualitative analysis of instrument items in regard to how well the instrument items is to be formulated, to be compiled, and the picture and graphic are functioned
7. Language direction is an qualitative analysis of instrument items in regard to how communicative is the sentences formulation, to be not ambiguous, and the questions are well grammatically.