

**AN ITEM ANALYSIS OF ENGLISH SUMMATIVE TEST FOR THE TWELFTH  
GRADE STUDENTS OF SMA DARUL AHSAN KABUPATEN TANGERANG IN  
THE SECOND SEMESTER OF THE 2019/2020 ACADEMIC YEAR**

**A PAPER**

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**BY**

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### VALIDATION SHEET

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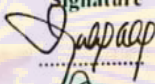


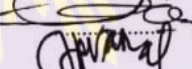
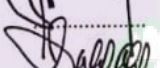
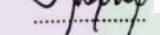
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## ABSTRACT

**M. Lukmanudin Lubis.** NIM; 1301065105. *An Item Analysis of English Summative Test for the Twelfth-Grade Students of SMA Darul Ahsan Kabupaten Tangerang in the Second semester of the 2019/2020 Academic Year.* The Study Programme of English Education, the School of Teacher Training and Education, the University of Muhammadiyah Prof. DR. Hamka, Jakarta 2020.

The aim of this study was to find out whether or not the items of English summative test for the twelfth grade students of SMA Darul Ahsan, Jayanti, Kab. Tangerang in the second semester of the 2019/2020 Academic Year, had good quality.

In finding out the quality of the items, the writer has conducted a quantitative analysis and descriptive qualitative method.

The results of data analysis showed **5 difficult items** (13%), **16 moderate items** (42%), **5 easy items** (13%), and **12 very easy items** (32%). The discriminating power showed **32 maintained or accepted items** (80%), **6 items should be revised** (15%) and the rest **2 items were discarded** (5%). The results of data analysis on the distracters of the weak items in discriminating power showed **8 effective distracters** (33%) and the rest **16 ineffective distracters** (67%).

Based on the description above that from 40 items the writer found **only 32 items (80%) categorized accepted**. It can be concluded that the English summative test for the second semester of twelfth grade students at SMA Darul Ahsan, Jayanti, Kab. Tangerang in the 2019/2020 academic year had **satisfactory quality**.

Keywords: Item analysis, Summative test, twelfth grade students.

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study Problem

English is one of global language most widely studied and used in communication between nations. It is consistent with the role of English as a global language as stated by Crystal (2003:3) that English as a global language because English is studied and used as a means of communication in various countries both as a first language, second language and as a foreign language. In Indonesia, English is a first foreign language studied as a compulsory subject from junior high school to college. In addition, English is also studied in elementary schools as a local-content subject.

The purpose of teaching English to Indonesian students is to make them able to use English in four language skills consisting of listening, reading, speaking, and writing it was listed in Permendiknas (2006:23) concerning competency standards for primary and secondary education units in the presentation of Education Unit Graduates Competency Standards (SKLSP) for English subjects.

##### a. Listening

Understanding instructions, information, and very simple stories that are conveyed in the context of class, school, and the surrounding environment.

##### b. Speaking

Expressing meaning verbally in simple interpersonal and transactional discourse in the form of instructions and information in the context of class, school, and the surrounding environment.

##### c. Reading



Reading aloud and understanding the meaning in instructions, information, short functional texts, and very simple descriptive pictorial texts conveyed in writing in the context of the classroom, school, and surrounding environment.

d. Writing

Writing simple words, phrases and functional text is very simple with proper spelling of punctuation.

It can be interpreted that the aim of English teaching is to develop student's language skills in order to have communicative competence. The students are not only required to understand the instructional material in textbooks, but they are also required to be able to use all the language skills in various communicative activities. In order to make this possible, the students have to engage themselves in a systematic learning and teaching activities employing well-designed instructional materials. How successful these learning and teaching activities accomplish the desired instructional objectives can only be known through an evaluation.

Evaluation is the process of delineating, obtaining, reporting, and applying descriptive and judgmental information about some object's value and worth in order to guide decision making (Stufflebeam 2002: 280). In terms of education, evaluation is used to make decisions on how far students understand the learning materials, the effectiveness of teaching methods and to help teachers know each individual student. The teacher makes the decision based on data, and to make a good decision the teacher needs to have the accurate data. To collect accurate data of students learning progress, the teacher has to administer good-quality test.

Harris (1963: 13) states, "All good tests possess three qualities: validity, reliability, and practicality." A test is said to be valid if it can measure what it needs to measure. It is said to be

reliable if the result of the test is the same if it is applied to the same level students. The test can also be said as practical if it is easy to administer and to score. Beside the characteristics of a good test above, there is other thing that must be considered, it is the quality of the items, whether the item is good or not. In order to know quality of a test, the teachers need to do items analysis.

Cohen argues (2009: 245) states that item analysis are employed to assist in making judgments about which items are good as they are, which item need to be revised, and which items should be discarded.

Algina (2012: 89) states that the teacher should give attention to three things in analyzing the test items, they are facility value, discriminating power and the effectiveness of the distracter.

SMA Daarul Ahsan, Jayanti, Kab. Tangerang has just carried out a summative test. Based on the observation in the school, when the writer interviewed in the pre-research, most of students of SMA Daarul Ahsan, Jayanti, still got difficulty to answer the test items. The material being tested might not match the capabilities of students in these schools because English test items were not made by the school's teachers but by the teacher team of district called teacher team made test or KKG (*Kelompok Kerja Guru*) Jayanti . Actually, testing is aimed to determine the achievement of the objective of education. Teacher as a test maker should prepare a good test so that the test is valid and reliable. The test made by the Teacher team; It is still has to be questioned whether or not the test is valid and reliable because the teachers have never tried out the test before administering it to the students. To have a good test without trying it out is impossible. Because after trying out the test teachers will know the quality of the test, from the score of try out, the teacher will determine which items can be used or which items should be revised. And for the students, they are able to measure their ability in mastering this



materials.

From the writer's curiosity about the quality of the test items, the writer is interested in doing a research in SMA Daarul Ahsan, Jayanti, Kab. Tangerang. The writer chose this school because the writer was once asked to help the teacher of English in this school to check his English test. This makes the writer feel relatively secure to work with the teacher of English in this school in doing this research. This research, as already pointed out, will be dealing with the test item analysis. That is the reason why the writer chose *An item analysis of the English summative test for the twelfth grade students of SMA Daarul Ahsan, Jayanti, Kab. Tangerang in the second semester of the 2019/2020 academic year* as the title of this research.

#### **B. The Identification of the Problems**

Based on the background of the study, the writer identifies the problem as follows:

1. Was the English summative test made by KKG Jayanti for the twelfth grade students of SMA Darul Ahsan in the second semester *of the 2019/2020* reliable?
2. Was the English summative test made by KKG Jayanti *for twelfth grade students of SMA Darul Ahsan in the second semester of the 2019/2020* valid?
3. Did the English summative test made by KKG Jayanti for *the twelfth grade students of SMA Darul Ahsan in the second semester of the 2019/2020* practical?
4. Did the English summative test made by KKG Jayanti for *the twelfth grade students of SMA Darul Ahsan in the second semester of the 2019/2020* have good quality of items?

### **C. Limitation of the Problem**

This study focuses on the exploration of the facility value, discriminating power and the effectiveness of distracters of multiple choice test items for the twelfth grade students of SMA Darul Ahsan, Jayanti, Kab. Tangerang in the second semester of 2019/2020 academic year.

### **D. The Question of the Problem**

From the explanation above, the writer formulates the question of the research as follows, "Does the English Summative Test for the 12<sup>th</sup> grade students of SMA Darul Ahsan, Jayanti, Kab. Tangerang in the 2019/2020 academic year have good quality?"

### **E. The Objective of the Study**

The objective of this study is to find empirical data of whether or not the summative test for the 12<sup>th</sup> grade students of SMA Darul Ahsan, Jayanti, Kabupaten Tangerang in the 2019/2020 academic year have good facility value, discriminating power, and the effectiveness of distracters.

### **F. The Significance of the Study**

The writer hopes this study can be useful for improving the knowledge of the writer, in particular, and of the reader, in general in the test item analysis issues.

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