

CHAPTER I

INTRODUCTION

This chapter explains the background of this study, the research question, the purpose of this study, the scope of this study, and the significance of this study.

1.1 Background of the study

After the lesson is given by teachers, what is necessary to measure students' understanding is doing an evaluation. Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards (Staff 2012). Evaluation can also mean a structured interpretation. The main purpose of evaluation is to determine a quality of a program by stating a judgment (Hurteau, et al 2009). In classroom activities, evaluation can be given in two ways, namely assessment and testing.

The term "assessment" derived from the Latin word "ad sedere" meaning to sit down beside (Brown, et al. 1997). Furthermore, they explain that assessment is concerned with providing guidance and feedback to the learners. Gagne (2005) defined assessment as a measure of performance. Assessment can also mean the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs. The most important part in assessment is giving students the feedback. Thus, assessment should help students to become "more effective, self-assessing, self-directed learners."(Angelo & Cross, 1993, p.4).

When assessing students' skills, what teachers usually do is giving evaluation. Commonly, a kind of evaluation used by teachers is testing. Tests have crucial role in helping students improve their teaching and learning activities. Return to the purpose of assessment, which is to measure students' understanding, it has been used as a tool to measure students' achievements in learning. Meanwhile, according to Hughes (1989), the purpose of an assessment is to identify students' strengths and weaknesses and what they have known and what they haven't known yet. So, assessment is used to make students' notice their own strengths and weaknesses in order to improve their learning progress.

Meanwhile assessment is used to determine the strengths and weaknesses of students; test is an assessment which is intended to measure a student's knowledge, skill, aptitude, physical fitness, or classification in other topics (e.g., beliefs). A test can be given in formal and informal ways. In informal way, for example, parents assign their child to do mathematic practice which is scored and corrected by the parents. An exam which is administered by a teacher, TOEFL test, IELTS test, and psychology test are few examples of formal test.

Test can be used as a reference for grading or graduating students. For example, an exam can determine whether students pass and move to the higher grade or in 90s, teachers rank students from 1-10 in order to give them appreciation to their achievement in final exam.

Assessment must be given as objective as possible. Thus, a test also must encompass all the required aspects in order to get accurate measurement. To acquire accurate data of students' ability and prowess, a test must cover four aspects, they are; validity, reliability, practicality, and authenticity (Brown, 2001).

A good test is the one that covers all the aspects. If those aspects are met in a given test, the result of the test can be used as further archive to improve students' skills. Besides that, a test should reflect what teachers have taught to students.

Assessment is carried out by using test. A test is a set of organized test items. The focus of this research is analyzing test items. According to N.J.Rao (2009), test item is the smallest object in assessment. So, it is very important to consider the test content before constructing test items.

A qualified test item can measure students' ability accurately, because the content of the test is related to what have been taught by the teacher. On the other hand, a bad test will lead into confusion on students. Therefore, content appropriateness is very crucial in developing a good test. A good test is called content -qualified if its content contains representative skills, indicators, and basic competencies which are based on the current curriculum.

Vocational school leads their students to work after they have graduated from their school. They have to be able to use English in their daily activities better than Junior High School Students, because in their field (eg. Engineer) they have to master some ESP too. The competencies of teaching should be in three skills such as: Cognitive, psychometric, and affective skills. Communication is important as well for them. However, in reality, teachers in SMK only measure their skills in terms of cognitive.

Teachers must consider the content appropriateness in their test. However, not many teachers do that due to many reasons. From the researcher findings, he found that two common reasons are it is too complicated and wasting time to refer

to the syllabus content and apply it in their test. Therefore, teachers tend to make inappropriate test to measure students' ability and knowledge. Inappropriate test results on invalid result too because it is inappropriate with the syllabus. Students must be given a test in which it is related to what the teachers have taught, not with an invalid test.

The previous study about item analysis was conducted by Amir Zaman, et al in 2010. In their research they found that most of the items were falling in acceptable range of difficulty and discrimination level however some items were rejected due to their to poor discrimination index. Furthermore, it showed that items' placement sequence in the test does not influence difficulty or discrimination index of the items. They used 400 samples of random students and multiple choice questions were used as data collection instrument.

As a conclusion, this study will investigate the appropriateness of the test content in *Ulangan Umum Bersama* dan *Ulangan Tengah Semester* in the first semester English exam in SMK 27. Finally, this study is expected to give teachers reference to improve their knowledge in developing a good test.

1.2 Research Question

To what extent are the item test of *Ulangan Tengah Semester* test and *Ulangan Umum Bersama* of first grader of *Sekolah Menengah Kejuruan* test appropriate with the statement of indicators and basic competences stated in syllabus?

1.3 Objectives

The purpose of this study is to investigate the appropriateness of the item test to the basic competence and achievement indicators.

1.4 Scope of the study

This study investigates the appropriateness of reading comprehension and listening test of multiple choice items in *Ulangan Umum Bersama* and *Ulangan Tengah Semester* of first grader of vocational school in the first semester.

1.5 Significance of the study

The result of this study can be used as a reference to improve the teacher's ability in developing tests. The teacher can learn what is not suitable in their test according to the achievement indicators.

1.6 Previous Study

Amir Zaman, et al (2010) have conducted a research about item analysis. The findings show that most of the items were falling in acceptable range of difficulty and discrimination level however some items were rejected due to their to poor discrimination index.