

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses about review of the previous study and theoretical review, those parts are explained as follow:

2.1 Review of Previous Research

A research conducted by Arin and Gunady (2017) attempted to figure out the content of validity, test reliability, item discrimination, item validity, and the effectiveness of the distracters of the midterm English test in accelerate seventh grade class at SMPN 3 Malang. The researcher revealed that the English mid-term test is considered to have low quality of the items in terms of the difficulty level, item discrimination, item validity, and the distracters, in the other result, the analysis shown that all the items is 100% valid in covering the material presented in the curriculum.

Sugianto (2016) reveals the validity and reliability of English national final examination, the subject was ninth grade of junior high school. Descriptive research approach was used in the study. The result of the study showed that all items of English National Final Examination for junior high school is 100% valid. Besides that, the result also shown that the English National Final Examination for junior high school is 0.89, according to Sudijono (2011) the interpretation of reliability coefficient are if the result more than 0.70, it is reliable and if the result under 0.70, it is unreliable. The result of reliability of this study is 0.89 so it categorized reliable.

A similar study was conducted by Yohana (2009) In her study, she analyzed item test that made by English teacher in SMPN 1 Ambarawa in the term of validity, reliability, difficulty level, discrimination power of upper and lower group. The researcher took 50 student or 25% of 186 students in eleventh grade to be her sample by using random sampling technique. After she decided the sample, she collected the data by using test booklets and answer sheet.

The result of her study concluded that all questions were related with the curriculum and match with the indicator, but 16% items were categorized into difficult item, 50% items belong to moderated category, and 34% items categorized to easy items. Then, the mean validity level was 0.2079. Since the value was less than of the table which was 0.279, it can be concluded that the test items were invalid.

In line with previous research, this research attempts to figure out the quality of test items that is used in English final semester examination in middle school in Banyumas regency. The researcher analyze the test items in ninth grade of middle school in the term of validity, reliability, discrimination power, and level of difficulty.

2.2 Theoretical Review

In doing this research, the researcher used basic theories to support the analysis. These theories are related with education and making a good test.

2.2.1 Language Testing

The practical way to find out how deeply students understand the materials is by doing an assessment, the way can be by using test and

evaluation. According to Rano (2013) evaluation means the determination of what extend something is said to be valuable or valuable. The evaluation in learning outcomes that got by students and the learning process has contains an assessment of the results and the process of learning, to the extent to which they can be assessed (winkel:2004). In evaluation the main point are the result and the process of learning, both of them are related in evaluating the material.

Beside evaluation, test also can be use as the tools to find out student's understanding of the material. In the implementation of teaching and learning process, test is very important and it can be separated between teaching or learning process. By doing the test, the objectiveness of learning can be known because test is built to find out the achievement of students in teaching and learning process (Arin and Gunadi).

A language test has a purpose to determine how much has been learnt from the syllabus, and the strength and weaknesses found in student's language, also to enable the teacher to understand other types of tests (Alabi and Babatunde : 2001). There are two classifications of language test, those are testing the skill and testing the knowledge of content. In secondary school, almost of language test used is the testing skill, various skill of listening, speaking, reading, and writing and other sub-skills which include comprehension, vocabulary, grammar, spelling, punctuation, are involved in this test. So does the English final examination of first semester, this test used the testing language which be tested.

English final examination is a test that aimed for knowing the outcome of learning in the language material or in this case English language material. In

one semester, school always gives their students a week to do exam, so do in English material. In bahasa, English final examination knows well as ulangan akhir semester, and it contains of the questions of one semester material.

2.2.2 Characteristic Of Good Language Test

A test called a good test if it includes validity, reliability, objectivity, and economy. In language test, a good language test should measure what it is supposed to measure by finding out the validity and it should be expected to be reliable, beside that, a good language test should have only one correct answer (Foyewa : 2015). To know the test is good or not, the analyzer should analysis test items one by one to find out the validity, reliability, and other aspects that show those items or test is called good.

A test to determine learning outcomes should be drawn up on selected items that can be accounted for as representative samples from certain studies. Therefore, in making test should pay attention of test items which concerning the purpose, purpose and reference to the material to be tested (Rano : 2013). The test item can be classified into two kinds, written test and oral test, in written test, question of test items are built systematically, in order to get the information about students, but in oral test, the test items are built in planned without written media (Sukardi : 1993). In making test questions, there is no limit to the number of items because, however, the number of items is adjusted for test objectives and the lesson material, it means the number of questions depends on the needs.

Analyzing of test quality is a step that must be taken to determine the quality of a test, whether it analyzes thoroughly, as well as items that are part of the test (Arifin : 2013). If the problem used in the test is not good, it will also hurt the students. This means that the results obtained by students are not objective and unjust.

Arikunto (2002), to know the state of a test, can be done by analyzing four factors, those are:

a) The difficulty level

The test item can be called as a good item if it is not too easy and not too difficult. If the item is too easy, it cannot stimulate student to solve the problems, in the other side, if the item is too difficult, it can make student get low motivation to try the test again. The number that shows an item is difficult or easy call difficulty index. Difficulty index will show item difficulty level. An item with difficulty index 0.0 will show that item is too difficult, if an item with difficulty index 1.0 , it will show that item is too easy.

b) The discrimination power

Discrimination power is the ability of items to discriminate between high-ability student and low-ability student. For counting the discrimination power, all students who join the test will be separated into two groups (upper and lower group). Then, the analyzer can find the discrimination power of items.

c) Validity

The test is said to be valid if the test can precisely measure what it wants to measure. Test that call valid can be tested to the student for finding student's outcomes. Value that show the validity of test items can be seen from the coefficient correlation, as follow :

D : 0.00 – 0.20 : poor

D : 0.20 – 0.40 : satisfactory

D : 0.40 – 0.70 : good

D : 0.70 – 1.00 : excellent

Arikunto (2001 : 218)

2.2.3 Test of English in Middle Schools

English test in school especially in middle school has function to figure out the students' understanding the material. In middle school there some test that related with English test, such as mid-term test, English final semester examination, and also English national examination. The form of question usually use multiplied choices and essay. English final semester examination is one of test that holds in every last semester. It has function to measure the students understanding in one semester. The question is on multiplied choices and sometime there are five questions on essay form.

2.2.4 Basic Assumption

By analysis the items of final semester examination, teacher and test maker can know which items which need to get revision and which items are good and can be put in the questions bank. In this analysis, it is assumed that analysis test items will help teacher to predict which item that need to change and also which material that need to improve.

2.2.5 Hypothesis

Based on the basic assumption mention previously, the hypothesis of this research is the test has good validity, it also has medium level of difficulty, this means the items are not too difficult and not too easy, and lastly, the test has discrimination power.

