

CHAPTER I

INTRODUCTION

1.1 Background

Evaluating students' abilities plays a crucial role in the teaching-learning process, as it assesses how well students grasp the material. According to Kusumawati and Hadi (2018), through measurement and evaluation, teachers can identify students' strengths and weaknesses, thus allowing them to take appropriate action for progress and improvement. In addition, as outlined in the Indonesian Minister of Education and Culture Regulation on Educational Assessment Standards (2016), cited in Indonesian Journal of EFL and Linguistics (2020), assessment refers to the process of collecting and analyzing data to determine how effectively students achieve learning objectives. From these statements, it is clear that assessment plays an important role in improving the teaching-learning process.

To achieve accurate test results, item quality is the key. Well-made question items can affect student results on the test. Teachers bear the important responsibility of ensuring that test questions are appropriate to students' skills. Pure test results can be achieved if the test items have been thoroughly analyzed and meet the criteria of a good test. Moreover, the item analysis is a process of examining students' responses to each test item, done to measure the quality of the test items (Hartati & Yogi, 2019). As they say, to measure the quality of test items, thus, as a conclusion, item analysis is really important for the teacher in making the test questions.

The final semester test is usually conducted at the end of a learning period to assess all learning outcomes. According to Suardipa and Primayana (2018), a summative evaluation, or final semester test, is typically conducted at the end of the school year or at an educational level. Its purpose is to determine the extent to which a programme has been successfully implemented.

Next, summative tests and multiple-choice questions are frequently used due to their efficiency in testing a wide range of knowledge, and because they are easy to administer and mark. Suek (2021) and Toksoz & Ertunc (2017) argue that multiple-choice tests are receptive or selective tests that require the tester to choose one option only.

Based on the above explanations, the writer considers item analysis to be crucial for improving education in the future. Additionally, to the writer's knowledge, there is little research on item analysis in East Nusa Tenggara. For this reason, the writer is interested in conducting this study at SMK Kencana Sakti Haumeni, located in the South-Central Timor Regency in the East Nusa Tenggara Province. The writer chose to conduct this study at SMK Kencana Sakti because an earlier observation revealed that students were still struggling with their final semester tests. Therefore, the writer wants to examine the test items to analyse their quality and determine whether the questions are too difficult. This item analysis could also serve as a tool to assist teachers in evaluating and refining test items before distributing them to students.

Moreover, there are many analyses needed on a test, but the writer only chooses to find the difficulty level and the power of discrimination because all items should be examined from the point of view of their difficulty level and the discrimination power (Heaton 1988, p. 178). The analysis of both difficulty level and discrimination power for all test items is essential for creating effective assessments that accurately reflect student understanding and differentiate among varying levels of achievement.

Based on the explanation above, the writer has conducted a study of analyze the multiple-choice questions of the final semester test constructed by the English teacher of SMK Kencana Sakti in the section of difficulty level and discrimination power of test items. Entitled, **An Analysis of Final Semester Test Item Developed by English Teacher at SMK Kencana Sakti Haumeni.**

1.2 Research Problems

As the formulation of the problems in this study, namely:

1. What is the difficulty level of the final semester test made by the English teacher of SMK Kencana Sakti Haumeni?
2. What is the discrimination power of the final semester test made by the English of SMK Kencana Sakti Haumeni?

1.3 Aims of Study

The objectives of this study are:

1. This study aims to identify the difficulty level of final semester test items which constructed by the English teacher of SMK Kencana Sakti Haumeni.

2. This study aims to identify the discrimination power of final semester test items which developed by the English teacher of SMK Kencana Sakti Haumeni.

1.4 Significance of Study

This study of item analysis can contribute to education, particularly in the field of assessment. It offers insightful information on how well each exam item assesses students' knowledge and abilities. Moreover, teachers can assess test question quality and determine which ones require revision, improvement, or removal by using analyses like the difficulty index and discrimination index.

1.4.1 Implication

The purpose of this study is to support the theory of Heaton (1988) in the journal of English Language in Focus by Hartati and Yogi (2019), who explains that the benefits of analyzing test items are used to provide valuable information, data, insight, and skill, which lead to the preparation of the best test in the future.

1.4.2 Application

The applications of the results of this study are:

1. This study is expected to be useful for the writer in developing and enriching the writer's knowledge of the study, especially in terms of analyzing the item test as basic knowledge for teacher training.
2. The results of this study are expected to apply to education in schools or, in general, to those who conduct a test. The results can be beneficial for educators and test administrators in schools,

aiding them in constructing tests that yield accurate and reliable results. This research provides valuable insights that can help in developing effective assessment tools.

3. Lastly, this study is expected to be applicable for other researchers as a reference for the continued study.