

CHAPTER I

INTRODUCTION

1.1 Research Background

According to Estilden (2017), English is the most significant common language which plays a big role in education, and it becomes one of the subjects taught in school. In Indonesia, English has been used as a suitable medium of communication, in which teaching and learning of the English language are considered as an integral part of the education system (Mappiasse & Sihes, 2014). Students learn English since elementary school up to the university level. Reece and Walker (1997) introduce four aspects existing in the teaching and learning process. One of those aspects is assessment. Hanna and Dettmer (2004) point out that assessment is a process of gathering information about the students' achievement levels and the strategy used in the process of teaching and learning to get feedbacks that can develop the quality of teaching and learning process. It can be concluded that the process of English teaching and learning will be incomplete without the implementation of assessment.

The importance of assessment in the education field, assessment is being regulated in Curriculum 2013 as one of the aspects that should be implemented in Indonesian schools. How the assessment is regulated in Curriculum 2013 is stated in *PerMendikbud* (The Ministry of Education and Culture Regulation) No.23 2016 about Educational Assessment Standard. According to article 3, paragraph 1 of *PerMendikbud* No.23 2016, there are three aspects assessed, such as attitude, knowledge, and skill. The knowledge of students can be evaluated in many ways,

that is written test, oral test, and assignment based on the competency (*PerMendikbud* No.23 2016 article 9, paragraph 1, item c). Based on the regulation, assessing students' achievement levels can be divided into two ways, such as using traditional and authentic assessments. A conventional assessment categorized in the written test, which is still being used in Indonesian schools, is the multiple-choice test.

Multiple-choice test is credible and relevant to be used for assessing students' achievement levels, especially in English subject. Effendi and Suyudi (2017) state that a multiple-choice test has been used as the National Examination in Indonesia since the 1950s for assessing particular subjects, and one of them is English subject. It is not only used for the National Examination, but also TOEFL, IELTS, TOEIC, and commonly used in assessing students' achievement levels in schools. It is still being used in the schools which have implemented Curriculum 2013, in which the test should be related to the students' characteristics and development levels in the study (*PerMendikbud* No 23 Th. 2016).

Multiple-choice tests can be designed by the Government and the teachers in schools, in which the examinations made by the teachers can be called a teacher-made test (Lebagi et al., 2017). Omoruan (2018) states that a teacher-made test is essential in measuring the students' achievement levels. The students' achievement levels can be measured informally by a teacher-made test using several types of tests, and one of them is the multiple-choice test (Wrightstone, 1961). Lebagi et al. (2017) argue that teacher-made test distributes in the final examination, for example, the National Examination made by the Government. It means that teachers should have knowledge and ability highly in constructing tests to create

good tests, which reflects the students' achievement levels because the tests will affect students' readiness for further examination.

The theories of the quality of multiple-choice tests are stated by Burton et al. (1991), Haladyna (2004), Hall and Marshal (2013), and Zimmaro (2016). It is stated that in developing the multiple-choice test, teachers have to follow several norms of making an excellent multiple-choice test. Norms are one of the aspects that existed in the guideline besides the validity and reliability that should be followed in developing the multiple-choice test, (Burton et al., 1991; Haladyna, 2004; Hall & Marshal, 2013; Zimmaro, 2016). The importance of norms can be seen in the existence of the norms in *Puspendik Kemendikbud 2019*. *Puspendik Kemendikbud 2019* is a guideline for making a good multiple-choice test established by the Government, and it is used by the teachers in Indonesia. How the congruity among the items with the norms also affects the students' scores indirectly. In addition, one of the factors that influence the students' scores is the assessment practice done by the teachers (Martinez et al., 2009). In conducting a good assessment practice, one of the requirements is the teachers have to follow the norms in the guideline of making tests (Crockett & Churches, 2016). It can be proposed that norms of making multiple-choice test take a significant role in developing the multiple-choice tests itself and also affects the students' scores.

Also, supported by the preliminary observation, SMPN 6 Singaraja as one of the schools which implements Curriculum 2013 in Singaraja, Buleleng Regency, Bali also assesses students' achievement levels for English subject by using multiple-choice test especially in the middle and final examinations. The items in the multiple-choice test for English subjects were designed by the English teachers.

The items based on the syllabus were developed by the teachers. The English teachers also validated the items before they were given to the students. It should be done to make a good multiple-choice test, which helps students to face further examination, such as the National Examination. However, based on the results of the National Examination in the academic year 2018/2019 received by students of SMPN 6 Singaraja, the students only could achieve an average score of 53.31 from the minimum scores of the National Examination in English subject that is 55.00, (*Puspendik Kemendikbud*, 2018). Furthermore, there are 72% of students in SMPN 6 Singaraja got less than scores 60 in the middle test. It is indicated that there is a problem with the construction of the teacher-made test in this school, and the unidentified quality of multiple-choice tests based on the norms can be the factor that also causes the problem.

From the problem, this study was conducted to investigate the quality of multiple-choice tests made by the English teacher in SMPN 6 Singaraja that already given to the students as the middle test. The focus of this study was to analyze the quality of multiple-choice tests made by the English teachers in SMPN 6 Singaraja based on the congruity of the items of multiple-choice tests with the norms of making a good multiple-choice test as one of the requirements in conducting a good assessment practice. This study is different from the previous studies, which emphasized on the validity and reliability of the items. This study highlighted more on the analysis of the congruity of the items of the multiple-choice tests made by English teachers in SMPN 6 Singaraja as summative assessment with the norms of making a good multiple-choice test which has been synthesized. Then, from the

result of the analysis of the items, it can be seen how the quality of the multiple-choice test in SMPN 6 Singaraja.

1.2 Problem Identification

The multiple-choice test is a written test which is still relevant to be used as a summative assessment for assessing students' achievement levels, especially in English subject at schools. Thus, the multiple-choice test made by English teachers should be highly considered in the quality of each item. There is one of the standards that should be followed by the English teachers in making a good multiple-choice test, that is norms as the starting point in making a good multiple-choice test, (Burton et al., 1991; Hall & Marshal, 2003; Haladyna, 2004; Zimmaro, 2016). Besides, the scores of the students' achievement levels reflect the assessment practice, and one of the requirements in conducting a good assessment practice is there is a correlation between the items of multiple-choice tests and the norms (Crockett & Churches, 2016). It can be stated that one of the factors why the students got bad scores is because the teachers did not follow the norms of making a good assessment.

In reality, it occurs in SMPN 6 Singaraja in which the students got terrible scores in the middle test and also in the National Examination, in which the scores are lower than the average scores that should be achieved by students. It is indicated that there is a problem with the construction of the teacher-made test in this school, and the unidentified quality of multiple-choice tests based on the norms can be one of the factors that cause the problem. Hence, this study was conducted to investigate the quality of multiple-choice test based on the norms of making a good multiple-

choice test. The tests were constructed by the teachers as a summative assessment, especially for the middle test, to assess the students' achievement levels in English subject at SMPN 6 Singaraja.

1.3 Study Limitation

This study was restricted in analyzing the quality of the items of multiple-choice tests used as the middle test for assessing students' achievement levels in English given to the students of SMP Negeri 6 Singaraja. The quality of multiple-choice tests was analyzed based on the congruence and discrepancy of the items with the norms of making a good multiple-choice test. The multiple-choice tests were developed by the English teachers in SMPN 6 Singaraja.

1.4 Research Question

Based on the background of the study presented above, the research question formulated as follows:

- 1.4.1 How is the quality of teacher-made multiple-choice tests used in SMP Negeri 6 Singaraja as a summative assessment based on the congruity of the items with the norms of making a good multiple-choice test?

1.5 Research Objectives

Based on the previous problems, the objectives of the study were formulated as follows:

1.5.1 To know the quality of the multiple-choice tests made by the English teachers in SMP Negeri 6 Singaraja, which were used as the middle test or summative assessment.

1.6 Significance of the Study

This study was expected to give theoretical and practical significances.

Those theoretical and practical significances could be described as follows:

1.6.1 Theoretical Significance

This study was expected to give meaningful information to the people, especially to the researchers and the teachers about how the quality of multiple-choice tests and the importance of norms in making a good multiple-choice test.

1.6.2 Practical Significance

1.6.2.1 For Teacher

The results of this study were expected to be used as a reflection for teachers, especially for English teachers. It can be a feedback for making a good multiple-choice test based on the norms besides the validity and reliability of the tests.

1.6.2.2 For Stakeholders

This study was expected to help the stakeholders to develop and conduct a meaningful process of assessing students in school. The

stakeholders can establish a formal training program on making a good multiple-choice test based on the guideline, especially the norms.

1.6.2.3 For Other Researchers

This study was expected to support the other researchers by giving theoretically contribution to conduct and increase the quantity and quality of their researches. It also helps other researchers to conduct further studies in developing multiple-choice tests that have good quality.

1.7 Definition of Key Term

1.7.1 Conceptual Definition

Hanna and Dettmer (2004) state that summative assessment is a kind of assessment given by the teacher after the material has been delivered to students to measure students' achievement levels. Meanwhile, the teacher-made test is a type of test constructed by teachers under the condition of their choosing to measure students' achievement levels (Lebagi et al., 2017). Hall and Marshal (2013) describe the multiple-choice test as an objective test that each item consists of two parts, such as stem and options.

1.7.2 Operational Definition

In this study, the multiple-choice test was an assessment used to measure and collect data about students' achievement levels. The multiple-choice tests were made by the English teacher in SMPN 6 Singaraja. The

tests were given to the seventh, eighth, and ninth-grade students as a middle test. So, it can be said that the tests were summative assessments.

