

CHAPTER I

INTRODUCTION

1.1. Background of The Study

The education of English is implemented for students since English is really important to be possessed in this globalization era. In Indonesia, English is considered as foreign language that has been taught in the very beginning of school. To accomplish the learning goal of English education, one of the essential parts that must be applied in the teaching and learning process is assessment. According to Tosuncuoglu (2018), assessment is used by teachers to classify and grade their students, give feedback and structure their teaching. Besides, Jabbarifar (2009) states that students' motivation can be increased by using proper classroom assessment strategies and techniques and it can show them how well they have learned. It means that assessment plays an important role in teaching and learning process as it is a method or tool that is used not only to check the students' level but also show students their achievements clearly. In line with this statement, Taras (2005) states that educators can determine the level of skills or knowledge of their students through assessment so that it is accepted as one of the very crucial parts of teaching.

Since assessment is one of the important parts in teaching and learning process, it is regulated in curriculum 2013. Indonesian government has implemented the new curriculum in an effort to improve quality of education in 2013. Based on Education and Culture Ministry, Province and District Education Department, the law conducted by Indonesian government,

Curriculum 2013 has three aspects of assessment (Kemendikbud, 2014). In English assessment, the aspects that must be assessed are knowledge aspects, skills aspects, and attitudes aspects. Based on Permendikbud No. 23 2016 about Educational Assessment Standard (article 9 paragraph 1 item c), which is used as the reference of the assessment standard in 2013 Curriculum, the knowledge aspect of the students can be assessed through written test, oral test, and assignment which depends on the competency that wants to be achieved. Thus, based on this regulation, the teachers can test the students' knowledge through written test.

In Indonesia, the type of written test that is commonly used for assessing the students' knowledge is multiple-choice test. Multiple-choice tests have been used extensively in many years for assessment purposes (Roberts, 2006). The very common examples of multiple choice tests that have been used extensively are TOEFL, IELTS, and TOEIC. According to Hameed, *et al.*, (2005), besides being used to measure application and analysis, multiple choice tests are good assessment tool for measuring knowledge and comprehension. He also adds that one of the reasons for choosing multiple choice test as a tool for assessing the knowledge of the students is that the nature of multiple choice test makes it less likely to be affected by subjective bias from the teacher, and therefore more reliable.

Since it is used to assess the students' knowledge, the multiple choice test is expected to be high in quality by following certain standard. The process of developing the items of the instrument should follow the norms of making a good

multiple-choice test. According to Burton *et al.*, (1991), the quality of multiple-choice test can be seen from the norms that are used in the process of constructing the test. In line with this statement, Haladyana (2004) states that a set of guidelines or norms should be adopted in writing items of multiple choice test. Those statements are not only argued by Haladyana (2004), but also supported by the theories from Hall and Marshall (2013) and *Puspendik Kemendikbud* (2019). Haladyana (2004) states that there are 31 norms with 4 dimensions which are content guidelines, style and format concerns, writing stems, and writing options; Hall and Marshall (2013) states that there are 12 norms that should be followed in making a good multiple choice test; and Puspendik (2019) states that there are 16 norms with 3 dimensions which are the material, construction and language.

These norms are expected to be implemented in the assessment in Indonesia. Even *Puspendik Kemendikbud*, the Educational Government in Indonesia, suggests that the cthe norms. SMPN 4 Singaraja is one of junior high schools in Buleleng regency which use multiple choice test made by the classroom teacher as summative assessment for middle test for English subject. This school has been accredited A by the government. However, based on the pre-observation data, the achievement level of the students in SMP N 4 Singaraja, especially in English subject, is considered low. According to *Puspendik Kemendikbud* (2019) about the national examination result, the average score of national examination of English subject of SMPN 4 Singajara in 2018/2019 academic year is 52.15 which mean that it does not meet the minimum standard

score of national examination yet which is 55.00. Besides, based on the pre-observation data, it shows that the middle test score of seventh grade students in odd semester 2019/2020 is low that most of the students have to conduct remedial test. According to Black and William (1998a), a good mastery of materials that have been taught in the class is resulted by a good implementation of assessment. Thus, the low achievement level of the students can be caused by assessment practice that needs to be improved. It is also proven by the pre-observation data which shows that even blueprint is not provided in the process of constructing the instrument. One of the good assessment practices can be seen from the quality of the instrument such as from the construction of the instrument, whether or not it has already followed certain norms.

Since the type of assessment used in SMP Negeri 4 Singaraja is multiple choice test made by the classroom teacher as the summative assessment for middle test, this study is conducted to investigate whether or not the multiple choice test already have high quality that it follows the norms of making a good multiple choice test. This study takes the congruity of multiple choice test with the norms of making a good multiple choice test as the standards in analyzing the quality of the test because it is the starting point or the first thing that can be done in analyzing a test.

1.1. Identification of Problem

Multiple-choice test is an important aspect in teaching and learning process. It is used to measure how far the purpose of teaching and learning has been achieved. Thus, the quality of multiple-choice test must be highly

considered that it should have a very good quality by following certain standard which is the norms of making a good multiple choice test (Haladyana, 2004; Hall and Marshall 2013; *Puspendik Kemendikbud*, 2019). Multiple-choice test is used as summative assessment for middle test in SMP Negeri 4 Singaraja. Based on pre-observation data, the achievement of students, especially for English subject, is low since the average score of middle test and national examination is below the minimum standard score. It is assumed that this low students' achievement is caused by assessment practice that has not been implemented well. Since one of the good assessment practices can be seen from the quality of the assessment tool, this study is conducted to investigate whether or not the multiple choice test that is used as summative already have high quality that it follows the norms of making a good multiple choice test.

1.2. Limitation of The Study

This study is limited into two aspects. First, this study focuses on the instrument used for middle test in English subject which is teacher-made multiple-choice test for seventh, eighth, and ninth grades students of SMP Negeri 4 Singaraja. Second, it focuses on the quality of the instrument which is seen from the congruity of the multiple choice test with the norms in making a good multiple choice test.

1.3. Statement of Problem

- 1.4.1. How is the quality of the teacher-made multiple-choice tests that were used for English subject at SMP N 4 Singaraja?

1.4. Purpose of Study

- 1.5.1. To investigate quality of the teacher-made multiple-choice tests that were used for English subject at SMP N 4 Singaraja

1.5. Significance of the Study

The significance of this study can be viewed from two perspectives which are theoretical and practical significances.

1. Theoretically, it is expected that this study can be used as reference in education field and give contribution in improving the quality of multiple-choice test that is used as summative assessment.
2. Practically, the result of this study is expected to give positive contribution to the teachers, school's stakeholder, and undergraduate especially prospective teacher.

a) For teachers

The result of this study can be used further as a base in developing multiple-choice test to improve the quality which can be seen from the congruity with the norms of making a good multiple-choice test.

b) For school's stakeholder

The result of this study can be used as a feedback on the standard of assessing students which could improve the school's assessment practice.

c) For undergraduate

The result of this study can be used as a reference in writing a study in the same field.

