

CHAPTER I

INTRODUCTION

1.1 Research Background

According to article 70 section 3 and 5 Government Regulation number 19 about National Education Standards states that English is one of the subjects that will be tested in National Examination in Junior and Senior High School. It means that English is one of the main subjects that must be taught in Junior High school students. According to Reece and Walker (1997), there are four aspects that must be exist in teaching and learning process and one of those aspects is assessment. An academic course is not complete without an assessment plan (Redman et al, 2018).

According to Freeman and Lewis (1998), assessment is a process aimed at assessing students' learning. According to Rodriguez (2014), assessment affects the students through the practices that are used by the teachers to assess the students. Moreover, according to Angelo and Cross (1988), in order to evaluate what students are learning in the class and how well they learn, classroom assessment can be used by the teachers as an approach to help them. There are two kinds of assessment that can be used, there are formative and summative assessment. Chappius & Chappius (2007) state that formative assessment delivers information while the learning process, it is ongoing and dynamic process before the summative assessment has done. On the other hand, Summative assessment is used to measure the students about certain material that have been taught in the class in order to know how far they learn, and it is done in

a certain time that is determined, such as in the middle of the semester or at the end of the semester.

(Kibble, 2016). By assessing the students, the teachers can diagnose the strengths and the weaknesses of their students and the outcome also can be a reflection for the teachers to improve their teaching performance.

Assessment is regulated in 2013 Curriculum. It is regulated in *PerMendikbud* (The Ministry of Education and Culture Regulation) No.23/2016 about Educational Assessment Standard. It is used as the basis for 2013 curriculum assessment standard. Based on the regulation in (Article 3 section (1)) There are three main points that should be assessed, those are: attitude, knowledge and skill. In line with this regulation, (Article 9 section (1) point (c)) states that the student knowledge aspects can be assessed through written tests, oral tests, and assignments based on competency that they want to achieve. Under the regulation, teachers can test students' knowledge through written tests and one type of written tests is multiple choice test.

Multiple choice test is a form of test that commonly used in education in Indonesia (Kusumawati and Hadi, 2018). Besides, according to Roberts (2006), Multiple choice tests have been used extensively for many years for academic assessment purposes. The most common examples of tests that use multiple choice tests are TOEFL, IELTS, and TOEIC. Multiple choice test is good for measuring knowledge, comprehension, and can be designed to measure application and analysis (Hameed et al, 2005). The multiple choice test must fulfill certain standards in making a good multiple choice test in order to have a good quality because it is used as an instrument to assess the students' knowledge.

According to Burton et al (1991), the multiple choice tests' quality can be determined from the norms that are implemented while constructing it. In line with this statement, there are four theories that support this statement. 1) Haladyna (2004), 2) Hall and Marshal (2013), 3) Zimmaro (2016), 4) *Puspendik Kemendikbud 2019*. Haladyna (2004) states that a certain guidelines or norms must be implemented in writing the items of multiple choice test. Those are 31 norms including 4 categories: content guidelines, style and format concern, writing the stem, and writing options; Hall and Marshal (2013) state that there are 12 norms that must be concerned in making good multiple choice test; Zimmaro (2016) states that there are 50 norms including 5 categories: procedural, content related, stem construction, general option development, and distracter development rules. *Puspendik Kemendikbud 2019s* tates that there are 16 norms including 3 categories: material, construction, and language.

In reality, based on the observation data showed that there are 7 English teachers in SMP Negeri 5 Singaraja. 6 teachers used multiple choice test but there are only 4 different multiple choice tests that were made by the English teachers in SMP Negeri 5 Singaraja. It was used to assess the students in the middle test especially in the first semester as summative assessment for seventh, eighth, and ninth grade. There are four basic competencies for seventh grade, those are: basic competency point 3.1 is about greeting, saying good bye, thanking and apologizing. Point 3.2 is about asking and giving for information about self identity and 3.3 about asking and giving for information about the name of the day, month and years. The basic competencies for eighth grade are: basic competency point 3.1 is about asking and giving for attention, understanding, and

opinion. Point 3.2 is about asking and giving for information about ability and willingness. 3.3 is about asking and giving for information about compulsion and prohibition and point 3.4 is about asking and giving for information about commanding, inviting, and permission. For ninth grade there are also four basic competencies that should be achieved: Point 3.1 is about the spoken and written interpersonal interaction in stating wishes and congratulate someone for the achievement. Point 3.2 is about asking and giving for information about agreement in doing an activity. Point 3.3 is about asking and giving for information relate to the label in medicine or food. The last one is point 3.4 about text procedure.

The test is very useful in order to know whether the students already achieve the learning objectives based on the basic competencies or not, because later on the students have to face Ujian Nasional (National Examination). The test items in National Examination reflect the basic competencies that the students' have learned before. However, in this case the students in SMP Negeri 5 Singaraja academic year 2018/2019 could not achieve the minimum standard score of English subject. The students' score average was 46,53 while the minimum standard score is 55,00 (*Puspendik Kemendikbud, 2019*).

According to Black and William (1998a), good assessment practice can improve the students' achievement level. This case shows that the assessment practice in the school is not maximal yet. One of the indicators of good assessment practice is that the teachers are able to construct a good instrument to assess their students' achievement. The instrument that is used by the teachers in the school is multiple choice test. In constructing the multiple choice test there are

certain norms that should be followed. Crockett & Churches (2016), state that the norms or guidelines in making a good test must be followed by the teachers when they make it. Thus, the norms is a starting point in constructing good multiple choice test, it should be concerned in the beginning of constructing the items. Hence, when the norms are implemented by the teachers they will produce a good quality of multiple choice test.

Based on the situation explained above, this study was conducted in order to analyze the quality of teacher – made multiple choice tests as a summative assessment especially for the middle test in first semester at SMPN 5 Singaraja. Since the norms of making a good multiple choice test is a starting point in making the multiple choice test this study focuses on the analysis of the congruity between each item with the norms that have been synthesized from Haladyna, Hall and Marshall, and *Puspendik Kemendikbud*. The quality of the items can be seen from the result of the analysis.

1.2 Problem Identification

The test that is used by the teachers to assess their students have to be high in the quality in order to get the best result in measuring the students' learning achievement. In this case, the type of test that was used is multiple choice test. While constructing the items, the teachers need to concern on the quality of teacher – made multiple choice test that is used as an assessment instrument to assess the students. It must follow certain norms. However, in reality, the norms or guidelines in constructing good multiple choice test used by the teachers in SMP Negeri 5 Singaraja as summative assessment especially in the middle test was not yet identified. Hence present study was done to analyze whether the

multiple choice tests that were used as summative assessment in SMP Negeri 5 Singaraja follows the norms of making good multiple choice test.

1.3 Study Limitation

To avoid misunderstanding in interpreting the topic in this study. First, the writer only focuses on the teacher – made multiple choice tests that were used by the teachers to assess the students in the middle test especially in first semester as summative assessment for seventh, eighth, and ninth grade. Second, the writer focuses on the congruity of each item with the norms of making good multiple choice test to determine the quality of the teacher – made MCTs at SMP Negeri 5 Singaraja.

1.4 Research Question

Based on the situation explained in the background, the research question is:

1. How is the quality of teacher-made multiple choice tests used in SMP Negeri 5 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

Regarding to the research question mentioned before, the objective of this study as follows:

1. To analyze whether or not the teacher – made multiple choice tests that were used by the teachers in SMP Negeri 5 Singaraja as a summative assessment follows the norms of making a good Multiple Choice Test.

1.6 Significance of Study

This study has two significances, which are theoretical and practical significances.

1.6.1 Theoretical Significance

Theoretically, this study was done to give some beneficial benefits to the teachers and also hopefully it can help the other researchers by providing some theories about the quality of multiple choice test.

1.6.2 Practical Significance

1.6.2.1 For Teacher

The result of this study was expected to be a feedback for the teachers to make a good multiple choice test that follows norms of making a good Multiple Choice Test.

1.6.2.2 For Stakeholders

The result of this study was expected to give an actual information about the phenomena in SMP Negeri 5 Singaraja. Thus, the stakeholders can decide what will they do to improve the teachers' knowledge about the guideline in making good multiple choice test.

1.6.2.3 For Other Researchers

The result of this study was expected to give a theoretical references to the other researchers.

1.7 Definition of Key Term

1.7.1 Conceptual Definition

Summative assessment is used to measure the students about certain material that have been taught in the class in order to know how far they learn, and it is done in a certain time that is determined, such as in the middle of the semester or at the end of the semester (Kibble, 2016). Meanwhile, according to Arifin (2016), teacher – made test is a type of tests that is constructed by the teachers that is used to measure students' knowledge whether they understand the materials that have been taught or not. According to Mukherjee et al(2015), multiple choice questions consists of a question follows by some options and one of the options is the key answer.

1.7.2 Operational Definition

In this study, multiple-choice test was an assessment instrument used to measure the students' in the middle test as a summative assessment. It was conducted to know the students' learning achievement level. The multiple choice tests were made by the teachers in SMP Negeri 5 Singaraja. The tests were given to the seventh, eighth, and ninth grades students.