



An Analysis of Test Items of English Subject at Eighth Grade of SMP Muhammadiyah Pasir Pengaraian

Arlen Mellani¹, Syahrul², Reflinda³, Merry Prima Dewi⁴

^{1,2,3,4} Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Indonesia

Corresponding Author: salsabilaerliani01juni@gmail.com

ABSTRACT

This research is aimed at describing the quality of the English tests and the index of difficulty. This research was conducted because of the researcher found several problems faced by eighth students grade of SMP Muhammadiyah Pasir Pengaraian when submitted the examination result. These problems were most of students had limited vocabularies so they could not answer the question of the test, they could not understand the question because it did not have clear. Based on the problems above this research is aimed at describe the quality of test that used in final examination. This research is descriptive quantitative research. The population of the research were all of the eighth grade students at SMP Muhammadiyah Pasir Pengaraian. They were 84 students as the sample of the research. The instrument of the research were documentation in the form of the sheet of the students' test and it was analyzed by using Ms. Excel. Based on the result of the research, there were 30 questions answered by the students. According to the categories of the questions as follows; 34 students they were belong to easy test (40%), 25 students answered difficult test, they were belong to difficult test (30%) and 42 students answered moderate test. They were belong to moderate test(50%). The kinds of test were matching word, arranging the statement, essay and multiple choice items. English test were included in moderate tests. The tests were good but there were some unclear instructions so that most of students could not answer. It can be concluded that arrangement of the question were good, but the form of the questions have did not clear instructions, so most of the students did not understand the questions because of the meaning of the vocabulary most of them did not know. Therefore the teacher must have the knowledge to make good quality questions so that students can answer the questions.

Test Items, English Subject

ARTICLE INFO

Article history:

Received

25 Oktober 2023

Revised

25 November 2023

Accepted

30 December 2023

Key Word

How to cite

Doi

<http://pusdikra-publishing.com/index.php/jsr>

[10.51178/jsr.v4i3.1687](https://doi.org/10.51178/jsr.v4i3.1687)



This work is licensed under a
[Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)

INTRODUCTION

Learning objectives, learning processes, and learning evaluation are learning components that interrelated. According to Herlambang states educator should first

carried out measurement and assesment before conducting evaluation.(Herlambang, Bima Kartika, 2015) Evaluations that are carried out an ongoing basis will be able to assist the evaluator to estimate whether the objectives of the evaluation that have been prepared will be successfully achieved within alot of times or not. The education objectives show to students about what is exactly expected to be able to do at the end of teaching period and learning process is evaluation. Evaluation is an important role in educational system because it is done to make sure whether the overall teaching and learning process have been running well over the period of the teaching and learning process.

Evaluation activities have a lot of benefits in the world of education, as well as in learning activities. Evaluation is defined as a systematic process to determine or make decision to what extent teaching objectives have been achieved by students (Ngalim Purwanto, 2006) In the field of education, the purpose of evaluation is to determine the extent at which learning has taken place. Because through evaluation, it can be seen from the result of the learning acivities that have been carried out and from this result, it can be determined what kind of follow up will be conducted. Related to evaluation, in the teaching and learning process students are expect to be able answer the questions given by teacher after each learning is finishing. Therefore, every assessment given by the teacher there are most of students who still do not understand the questions. Most of students got low score to answer the question.

Instructional Assessment Resources (IAR 2011) believes that an item analysis involves many statistics that can provide useful information for improving the quality and accuracy of multiplechoice or true/false or question.(Shafizan Sabri, 2013) Item difficulty is basically the proportion of students who responded correctly to an item. In addition, The quality of each test item is a measure to differentiate between the performance of students in the high score group and those in the low score group.

In relation to test as a part of evaluation, test is a tool that is used as a means to determined the value of the test as functions to measure and assess self-learning outcomes, especially cognitive learning outcomes that is related to mastery of appropriate learning material. By using a tool in the form of a test, the teacher will easily find out the learning outcomes of the students. According to Arikunto, tests in the world of education usually consist of two types, namely standard test and non-standard test.(Suharsimi Arikunto, 2013) Standar tests are test to improve the abilities that students should have. It is also required to observe various aspects of a test, such validity, realibility, eligibility of items and grids. While non-standard tests are test that have been arranged by a teacher to support the subject, for example tests that are arranged for midterm test in Arabic. These nonstandard tests can be in the form of multiple choice and essay test.

In this research, item analysis is helpful on the purpose of improving the quality of test items. Therefore, item analysis is conducted through empirical judgement to ensure the quality of test items. It is another way to create a quality assessment instrument. Quality tests instrument or questions are question that are able to provide accurate information about abilities or competencies being tested. With quality test, it will be seen whether students have and have not master the lesson. To analyze the test items, the questions were able to answer to be able to find out quality of the test items possessed by the students at school.

Based on theory to analyze the test items conducted in this research used classical measurement to calculate difficult index. While validity and reliability are used to determine the constancy of the questions. As usual in compiling test items, the teacher have been teach material and were able kinds of test items.

From the description above, it should be a reference for teacher in compiling test items. The teacher gives test items and they answer it. The researcher found that the test item was made by teacher. For test items with one correct alternative worth a single point, the test item is simply percentage of students who answer an item correctly. In this research, it is also equal to the item mean. The item ranges from 0- 100. Therefore, most of students cannot answer the question made by teacher.

Based on preliminary research on May 2022 at SMP Muhammadiyah Pasir Pengaraian, the researcher got some facts relate to the English test, the researcher did observation and interview English teacher and the students. The students still confused in answering the questions, most of students were still lack in vocabulary. So students were difficult to answer the test items. In fact, most of them could not answer test items. The students were not be able to answer the question when they did not have a lot of vocabulary. At the end of teaching and learning process, some students master the content and material of lessons meanwhile other students did not master the content and material of lessons. As a result, when they were taking a test, some students get an item correct meanwhile other students did not get an item correct. From the interview, the students said that most of them could not understand test items. Many students were unable to answer certain questions because they found some instructions in the question were not clear. Therefore, the teacher said there were most of students got low score in the questions. The question was good but in the questions did not have the instructions so makes the students could not understand meaning and could not answer the questions. From the explanation above, there were some problems faced by students in understanding test items. These problems were caused by several factors. First, students had limited vocabularies. As the matter of fact that required understanding in answer question was have a lot of vocabulary. Therefore, the researcher believe that item analysis is essential for creating a good question. Not only for the purpose of understanding the quality of test items, but the results of test items analysis were also

intended to find out the quality test items made by the teacher clearly. Thus, test items for students is to complete answer questions as their homework because they did not have enough time to finish answering the question in the class. The researcher worries if the problems still run. Students will not be able to face the problem related to test items such as they fail in their study or at least they could not in order to answer question. Therefore, this problem must be solved immediately. Based on explanation above, the researcher would like to conduct a research entitled "An Analysis of Test Items of English Subject at Eighth Grade of SMP Muhammadiyah Pasir Pengaraian".

RESEARCH METHOD

In this research, the researcher used quantitative approach. It was the type of research that was conducted by method that relies on the ability to calculate data accurately. Creswell stated this approach was used to test objective theory by examining the relationships between variables. (Arikunto, 2006) These variables, it was measured by using instrument so the data that was counted got analyzed using number procedures. From this, the researcher got information, find out, analyzed, and described these variables was the test items of English subject at eighth grade of SMP Muhammadiyah Pasir Pengaraian. There are many kinds of research under quantitative, such as experiment research, correlation research, descriptive research, and comparative research.

In this research, the researcher used descriptive research design. It explored and described the data acquire in the field. Creswell stated the descriptive research design was to gather information about the present existing condition. In addition, descriptive research design was a type of research design that is aimed to obtain information to systematically described phenomenon or situation. In this research, the researcher had purpose to determine the test items, this research was supported by numerical data that was analyzed statistically by using Microsoft Excel program. (Sumarna Surapranata, 2009).

RESULTS AND DISCUSSION

In this research, the researcher used quantitative approach. It was the type of research that was conducted by method that relies on the ability to calculate data accurately. Creswell stated this approach was used to test objective theory by examining the relationships between variables. (Arikunto, 2006) These variables, it was measured by using instrument so the data that was counted got analyzed using number procedures. From this, the researcher got information, find out, analyzed, and described these variables was the test items of English subject at eighth grade of SMP Muhammadiyah Pasir Pengaraian. There are many kinds of research under

quantitative, such as experiment research, correlation research, descriptive research, and comparative research.

In this research, the researcher used descriptive research design. It explored and described the data acquire in the field. Cresswell stated the descriptive research design was to gather information about the present existing condition. In addition, descriptive research design was a type of research design that is aimed to obtain information to systematically described phenomenon or situation. In this research, the researcher had purpose to determined the test items, this research was supported by numerical data that was analyzed statistically by using Microsoft Excel program. (Sumarna Surapranata, 2009).

CONCLUSION

Based on on the explanation from the previous chapter, it can be concluded that the conclusions were: 1. The quality of test items was included moderate items. 2. Most of students could answer the questions and most of students could not answer it. 3. The questions was good but some of questions did not have instruction so makes the students were got low score. Therefore, 50 students answered moderate test. They were belong to moderate test (50%). It was proven by Ms Excel. Based on the conclusions above, from the result of the research, the researcher gives some suggestions as follow: 1. It is expected that the teacher should be involved along with the items content to determine what should be done to improve understanding the questions of English subject. 2. The teacher should be careful in making questions, it can be also easily to understand the students in answer the questions. 3. It was suggested to the next researcher who wants to conduct the research with the same topic. For this reason, the researcher hopes these suggestions could be accepted and done as well as possible by all the readers.

REFERENCES

- Antara, A. A. (2020). Vertical Equivalence with Classical Approach and Item Response Theory. Yogyakarta: Deepublish.
- Argyrous, G. (2011). Statistics for Research. London: Sage Publication
- Kartika, H. B. (2014/2015). Analysis of items for Mid Examination subject physical education sports health class VII even semester SMP N 2 Wonosari Academic . Yogyakarta: State University.
- Shafizan Sabri. (2013). Item Analysis of Student Comprehensive Text for Research in Teaching Beginner String Ensemble Using Model Based Teaching Among Music Students in Public Universities, International Journal of Education and Research Vol. I

- Bima Kartika, Herlambang. (2015), Analysis of Items for Mid-Semester Examination Subject Physical Education Sports Health Class VII Even Semester SMP N 2 Wonosari Academic Year 2014/2015, Yogyakarta State University.
- Gronlund, Linn in Basuk dan Haryanto (2014). "Activities test item analysis and ideal test item analysis"
- Anggita, Imas Masturoh & Nauri. (2018). Health Research Method. Jakarta.
- California Department of Education. (2004), Key Elements of Testing, Department of Education State of California.
- John W. Young, Y. o. (2013). Guidelines for Best Test Development Practices to Ensure Validity and Fairness for international English Language Proficiency Assesment. Educational Testing Service.
- Permendiknas. (2007). Regarding Education Assessment Standards.
- Suharsimi, A. (2013). Research Procedures: A practice Approach. Jakarta: Rineka Cipta.
- Surapranata, S. (2009). Analysis, Validity, Reliability, and Interpretation of Test Results. Bandung: Rosdakarya Youth .
- Suruchi, J. &. (2014). Test item analysis and relationship between difficulty level and discrimination index of test item in an achievement test in biology
- Foyowa, R. A. (2015). A case of O level English in Nigeria , Testing and Evaluation in English language teaching. International Journal of English Teaching , 32-40
- Nayla, A. d. (2012). Analisis Butir Soal Tes Kendali Mutu Kelas XII SMA Mata Pelajaran Ekonomi Akuntansi . Jurnal Pendidikan Akuntansi Indonesia , 4.
- Creswell, J. C. (2016). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Los Angeles : SAGE
- Education, C. D. (2004). Key Elements of Testing. California: Department of Education State.
- Elizabeth J. Marsh, Henry L. Roediger III, Robert A. Bjork & Elizabeth L. Bjork. (2007). "The Memorical Consequences of Multiple-Choice Testing". Psychonomic Bulletin & Review.
- Prof.Dr.Sugiyono. (2018). Research Method Qualitative, Quantitative and Mixed Method Approach. Bandung: Alfabeta Cv
- Purwanto, N. (2006). Principles and Techniques of Teaching Evaluation. Bandung: PT Rosdakarya
- Roediger, H. L. (2011). The Benefits of Testing and Applications to Educational Psychology of Learning and Motivation.
- Sudaryono. (2012). Fundamentals of Learning Evaluation. Yogyakarta: Graha Ilmu.