

**An Analysis of Teacher-Made Summative Test of English of SMA  
Negeri 3 Palembang**

**A thesis**

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**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

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## SURAT KETERANGAN PENGECEKAN SIMILARITY

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## **DEDICATION AND MOTTOS**

This thesis is dedicated to :

My father and my mother

### **MOTTOS**

*“Failure is simply the opportunity to begin again, this time more intelligently”*

*-Henry Ford-*

*“Be loyal to what matters”*

*-Arthur Morgan-*

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The writer,



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## AN ANALYSIS OF TEACHER-MADE SUMMATIVE TEST OF ENGLISH OF SMA NEGERI 03 PALEMBANG

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### ABSTRACT

Evaluation is very important to determine the students achievements because if the teachers do not apply the appropriate evaluation for the students, the students will not grasp the materials very well. So the test must be appropriate for the certain level. The objectives of this study were to find: (1) the quality of teacher-made summative test item format of SMA Negeri 3 Palembang, (2) the index difficulty of teacher-made summative test item format of SMA Negeri 3 Palembang, (3) the discriminating power of teacher-made summative test item format of SMA Negeri 3 Palembang and (4) the effectiveness of distractors of teacher-made summative test item format of SMA Negeri 3 Palembang. The sample of this study was 44 of the eleventh-grade students of SMA Negeri 3 Palembang. The sample was taken from 25% total of 177 students which were grouped into the upper group and the lower group. The writer collected the data by taking the result of the English summative test of the eleventh-grade of SMA Negeri 3 Palembang. The data were analyzed by using the table of multiple-choice test item format and item analysis. The result of the multiple-choices test item format showed that 0 item (0%) was in the good (accepted) category. 34 items (85%) were in the medium category and 6 items (15%) were considered poor. The result of index difficulty showed that 10 items (25%) were categorized difficult and 12 items (30%) were categorized easy. The rest 18 items (45%) were categorized as satisfactory. The result of discriminating power showed that 16 items (40%) considered poor in discriminating power, 10 items (25%) were in satisfactory level and 14 items (35%) categorized good in discriminating power. The result of the effectiveness of distractors showed that from the total of 160 distractors 41% of distractors were functioned effectively. 51% of the distractors were considered less effective and 8% of the distractors were ineffective. In brief, the Teacher-made summative test of English of the eleventh-grade students of SMA Negeri 3 Palembang was not acceptable to be used as a tool to evaluate the students' comprehensions because many of the items did not fulfill all aspects of a good test in terms of quality, index difficulty, discrimination power and effectiveness of distractors.

**Keywords** : Analysis, teacher-made summative test.

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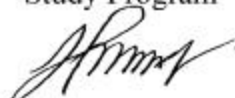
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## CHAPTER I

### INTRODUCTION

This chapter introduces: (1) the background of the study, (2) the problems of the study, (3) the objectives of the study and (4) the significance of the study.

#### 1.1 Background of the Study

Evaluation has an important role in teaching and learning activity. Evaluation in the teaching and learning process is interrelated and cannot be separated. Djiwandono (2011) states that evaluation is a standard method to accumulate the output regarding learning and teaching activity. Even though evaluation focuses only on the students, teachers also participate in evaluation activity. Mardapi (2008) states evaluation is conducted to increase the capability of an organization. In other words, by doing evaluation the teachers will have a parameter to measure if the learning and teaching activity is effective as it has been planned.

There are several classification of evaluation test. Djiwandono (2011) specifies four classification of evaluation test based on the educational enforcement of test e.i formative, summative, pretest, and posttest. Summative test roles as a benchmark of the students' achievement after a long time treatment by the teacher from a specific subject, in this case by the English teacher. At school, teaching and learning activities usually use formative and summative test. According to Djiwandono (2011) summative assessment is given at the end of the semester. Norman (1965) states that summative test is designed to set the level which the teaching goals have been accomplished. The test also can be used to specify course grade for asserting students' acquisition of intended learning outcomes. From the explanation above it can be concluded that the summative test is given occasionally to ensure the students' comprehension about the materials.

Unlike the fact that sometimes the content of the test is not suitable, there are some common mistakes in the test made by the teacher. In Indonesia, based on the observation made by Husna And Fachrurrazy (2012) the result proves that in

Blitar Regency there are still many of English teachers at elementary schools still cannot grasp clearly and comprehensively on how to design an assessment that is convenient. Another example is an observation done by Kristiana (2014) at SMPTPP Daarul Amanah Tangerang. It proves that content validity level of the English summative test for the second-grade students is poor. Almost 46.7% of the indicators are not representing the test item. Another observation is conducted in Turkey, the research done by Simsek (2016) on 120 instructors (62 teachers and 58 trainers) as the participants of the study with the total of 6450 test items in various fields of learning analyzed to make comparisons, shows that the school teachers and corporate trainers make similar mistakes even though their level of knowledge and skills in measurement and evaluation is different due to specific training. Another example is an observation done by Kurebwa and Nyaruwata (2013) at Gweru Urban Schools in Zimbabwe. The result shows that teachers in Gweru Urban Schools still cannot grasp clearly how to design a good assessment. They believed the problems occur because of lack of resources and the morals of the teachers at Gweru Urban Schools itself. From the facts above it can be concluded that in Indonesia and two other countries, there are still many teachers who failed in constructing an appropriate assessment for the students. According to Henning (2012), there are four common mistakes made by the teacher: *general examination characteristics*, *item characteristics*, *test validity concerns*, and *administrative and scoring issues*. He believes that if the problem is resolved the testing program will be improved.

The summative test has been currently implemented by SMA Negeri 3 Palembang in every grade. The test is held by the institution to measure the students' achievement after a long time treatment by the teachers so that they can specify the score of the test taken by the students. The test is held at the end of the semester and is made by the teachers. The test usually made in the form of multiple-choice and essay test. The teachers of specific major of the study are working together for constructing the test to fulfill the appropriateness of the test so that the test is suitable for each level of the class.



The main purpose of this study is to find out if the materials are suitable to the level of the students and if the test items are well-constructed. To recognize if the test has settled the requirements of a good test, the teacher should assess the quality of each item. To find out the characteristic of each item, item analysis is used. Item analysis is rewarding to improve the skills in constructing a test and identifying certain areas of content that need greater concern or explication. According to Downie and Health (1974) some features that specify an item analysis test are index difficulty, discriminating power, and the effectiveness of distractor. Index difficulty is the stage of complexity for each item test. Discriminating power is to measure each item of the test differentiates the ability between the each students group. Lattermost, the effectiveness of distractor represents the effective option for an item. The writer believes if some errors found in the test passages are analyzed conscientiously the test will get back on the track.

The writer was interested in analyzing the teacher-made summative test of English for the eleventh-grade students of SMA Negeri 3 Palembang. The writer realizes how important to know the quality of English summative in terms of materials, construction, language aspects, index difficulty, discriminating power, effectiveness of the distractors in the test items. In the future, the writer hopes that the teachers will be able to create a test that is suitable for each level of the students which will lead to students' achievements in learning English.

## **1.2 The Problems of the Study**

Based on the background described above, the problems of this study are formulated into the following questions :

1. What was the quality of teacher-made summative test item format of SMA Negeri 3 Palembang?
2. What was the index difficulty of teacher-made summative test item format of SMA Negeri 3 Palembang?

3. What was the discriminating power of teacher-made summative test item format of SMA Negeri 3 Palembang?
4. What was the effectiveness of distractors of the teacher-made summative test of SMA Negeri 3 Palembang?

### **1.3 The Objectives of the Study**

The objectives of the study are to find empirical evidence of whether or not the summative test items have good characteristic based on :

1. The quality of teacher-made summative test item format of SMA Negeri 3 Palembang.
2. The index difficulty of teacher-made summative test item format of SMA Negeri 3 Palembang.
3. The discriminating power of teacher-made summative test item format of SMA Negeri 3 Palembang and
4. The effectiveness of distractors of teacher-made summative test item format of SMA Negeri 3 Palembang.

### **1.4 The Significance of the Study**

The result of this study is expected to enhance the will of the teachers to generally identify the test items in evaluation test through the study of the multiple-choice item and item analysis to find out the level of quality, index difficulty, discriminating power and the effectiveness of distractors of the test items. Hopefully, this study would create a good quality of question bank for the institution and the students to give the students appropriate test items based on their competence because the capability of teachers in making a good test item will determine the students' learning achievement. Finally, the writer also hopes that this study can be a source for other studies. For future researchers, it can be used as valuable references toward conducting item analysis and summative test.

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