THE QUALITY OF SUMMATIVE TEST MADE BY THE ENGLISH TEACHER AT MTs ISLAMIYAH PALANGKA RAYA

THESIS

Presented to the Language Education Department of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan

By :

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Terima kasih atas perhatian Bapak/Ibu.

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ABSTRACT

THE QUALITY OF SUMMATIVE TEST MADE BY THE ENGLISH TEACHER OF MTs ISLAMIYAH PALANGKA RAYA

The problem of this study is how the quality of summative test made by English teacher at MTs Islamiyah Palangka Raya?. The objectives of the study is aiming to investigate the quality of test at the seventh grade made by the English teacher and how to know some significant of this study namely first, theoretically, the result of this study may become a useful evaluation for the English study program students of MTs Islamiyah Palangka Raya, which is expended to support the theory in summative test.

In this study the writer used quantitative method. The writer took the English summative test items at the seventh grade made by the English teacher of MTs islamiyah Palangka Raya for the second semester in academic year 2014/1015. The technique of collecting data were documentation and interview.

The result of this showed that the validity of the summative test at seventh grade made by the English teacher of MTs Islamiyah Palangka Raya for the second semester in academic year 2014/2015 is classified as 5,4% indicates as no correlation, 2,2% as low, 2,0% as fair, 1 %as high and 1 % as very high validity. The reliability of the test was 0,84 so it was high reliability. And the result of index difficulty was 0% as easy, 5,4% as middle, and 4,6% as difficult. The result of interview known that the summative test is made based on latticework taught. The references are taken from books English on the sky. The references are used because the material taken is connected to the material taught and appriate with the syllabus.

Keywords: Quality. Summative Test, Test made by the Teacher
ABSTRAK

KUALITAS TES SUMATIF BUATAN GURU BAHASA INGGRIS KELAS TUJUH (VII) DI MTs ISLAMIYAH PALANGKA RAYA

Rumusan masalah dari penelitian ini adalah, bagaimana kualitas tes sumatif buatan guru di MTs Islamiyah?. Tujuan dari penelitian ini adalah untuk mengukur kevalidan, kereabilitasan, tingkat kesulitan, keefektifan pengecoh, kualitas soal pilihan ganda, serta untuk mengetahui bagaimana soal sumatif dibuat, untuk mengetahui apa saja referensi yang digunakan bahasa inggris dalam membuat soal sumatif, untuk mengetahui alasan mengapa menggunakan referensi tersebut.


Hasil penelitian ini menunjukkan bahwa kevalidan dari soal tes sumatif buatan guru bahasa inggris di kelas tujuh semester dua MTs Islamiyah Palangka Raya tahun ajaran 2014/2015 terbagi atas 5,4% tidak korelasi, 2,2% lemah, 2,0% sedang, 1% tinggi dan 1% sangat tinggi. Hasil dari tingkat kesulitan adalah 0% mudah, 5,4% sedang, dan 4,6% sulit. Hasil dari wawancara diketahui bahwa tes summatif dibuat berdasarkan kisi – kisi taught. Referensi yang di gunakan di ambil dari buku English On The Sky. Referensi tersebut digunakan karena materi yang di ambil sesuai dengan materi yang di ajarkan dan mewakili silabus.

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Bismillahirrahmanirrahim

The writer wants to express his the best gratitude to our almighty, Allah SWT, who has given him a chance to retrieve valuable knowledge in this world. Peace and salutation be open to the greatest reformer in Islam, Muhammad SAW. Through him, Allah SWT conveys Al-Quran which become the greatest inspiration for the writer. Because of those gift and bless from Allah SWT, the writer finally finished this thesis entitled. “THE QUALITY OF SUMMATIVE TEST Ade By The English Teacher At MTs Islamiyah Palangka Raya” In addition, along the process of finishing this thesis the writer would like to dedicate his best thanks to:

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11. All of her friends TBI 2010

Finally, the writer realizes that this thesis is still far from being perfect. Therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone. Amin

Palangka Raya, November 2017

The Writer,

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DECLARATION OF AUTHENTICCATION

Bismillahirrahmanirrahim,

In the name of Allah

I myself make declaration that this thesis is entitle THE QUALITY OF
SUMMATIVE TEST MADE BY THE ENGLISH TEACHER AT MTs
ISLAMIYAH PALANGKARAYA. If it is not my own writing, it is give
citation and shown in the list of references.

If my own declaration is not right in this thesis one day so, I am ready to
be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, Oktober 2017

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DEDICATION

This thesis is dedicated to some special people as follows:

❖ My beloved parents. Thanks for your love, affection, praying, struggle, and encouragement for my study that I couldn’t replay with such a greatest things.

❖ My beloved Sisters and brother Lisna Mahdalena, Muslimah, Rina Cahaya Wati, Rachmat Fadillah Saputra and Khairunnisa Saputra, Thank you so much for your patient and supports.

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MOTTO

لا يَحْلُفُ الَّذِي نَفْسَا إِلَّا وَعْشَا ...

"Allah tidak akan membebani seseorang melainkan sesuai dengan kesanggupannya." (Q.S. Al-Baqarah: 286)
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CHAPTER I

INTRODUCTION

In this part covers the background of the study, previous study, research focus, and research problem, objective of the study, theoretical framework, and significance of the study, operational definition, and frame of discussion.

A. Background of the Study

English as an important subject and skill that people concerns needs more attention since students, as well as their parents. Demands that they should achieve a certain level of English mastery after they study at school. Government, on the other hand, required all elements involved in education field, including teachers, to support the national learning goal; one of them by helping students to mastery English as a foreign language.

The new paradigm of education Indonesia at this time, request an integrated innovation conducted and sustainability. One of the innovations that made his from is education in the learning activities in the classroom. To know that the subject matter has been presented by then teacher can be said to be successful or not to give evaluation to students.

In the globalization era, each individual demands to prepare the good quality human recourse especially in technology and knowledge. In order to mastertechnology well. Supposed that a language by mastering it well of course a person could face the technical and knowledge well and easily too. “Further according to free dictionary online states that language is communication of though and feeling a system of arbitrary signals, such as voice, gestures or written
symbols or such as system as used by a nation, people or other distinct community often contrasted with dialect."(Free dictionary, 2013)

Chamamah said language is sound that come from human articulation shaped or formed as statement that has meaning and used to communication with other and language is very important means communication in daily human. Human being uses language both in written and spoken from in express their idea. As stated by Ramelan (1992:160)" language is arbitrary system of speech sound which is used in interpersonal communication by aggregation by human beings and whichother exhaustively catalog thinks ,process, and even in the human environments."

In English there are four skills should by students, there are listening, speaking, reading and writin.It is important one should be mastered by students, because every day they always write something such as English lesson, English note, English computation, and English paragraph of essay.

Evaluation in learning activity is the effort of collecting information about learning activity as the bases to create some decision. The result of evaluation is a feedback for the first component in teaching learning purpose."The level of successful learning indicates the identification and teaching learning purpose do not be appropriate with the real phenomenon. In this case, repeatedly investigation of necessity and purposing concept to be done based on the result of evaluation that less of satisfaction. This case shows that result of evaluation is also the material to evaluate and reinvestigate of the purposing concept of learning."(M.Soenardi djiwandono, 2008:1)
Gronlund in Nunan (1990:118) defines that evaluation is “a systematic process of determining the extent to which instructional objectives are achieved by pupils.” Another definition, “evaluation is the systematic collection of evidence to determine whether in fact certain change is taking place in the learners as well as to determine the amount or degree of change in the individual students.” (Daryanto, 2005:1)

In the implementation of education at school, evaluation usually consists of two kinds: they are formative and summative evaluation. Those evaluations have different functions. “The formative evaluation is aimed to give feedback for the teacher as a basic to improve the teaching – learning process and make remedial programs for the students; whereas the function of summative evaluation is to determine the result of students learning and to give reports for the students parents as the decision of student’s graduation.” (Zunairin, 1981:65)

In MTs Islamiyah Palangka Raya, the implementation of both evaluations above got the irrelevant result. In formative evaluation the students got good score, in other word it was success, but in summative evaluation, most of the students got bad score or unsuccessful. Exactly, between 2 (two) evaluation above were correlated in getting the successful of teaching – learning process.

Al Et Bloom (1971:8) “Evaluation as we see it is the systematic collection of evidence to determine whether in fact certain changes are taking place in the learners as well as to determine the amount or degree of change in individual students.” And for the test is greased to the teacher taken place, whereas in the latter case the teaching is often glean to the test.
Why there is test? But it must be emphasized that it is only one of the functions of a test and that furthermore, as far as the practicing teacher is concerned, it is perhaps one of the more negative functions.” A test which sets out to measure a student’s performance as fairly as possible without in any way setting traps for him can be affectivity used to motivation the students.”( J.B Heaton,1987:2)

Evaluation is a that can not inseparable in the whole studying. The purpose of evaluation have different by Soenardi, there is summative tes, formative tes, pretes and postes. “Summative evaluations are the last program time and the function to know affectivity of education. The functions of summative evaluation to make a good curriculum learning method, a activity class etc.” (M.soenandi Djiwandono, 2008:91) And from kind of test the lowest part function in learning they use four test.

Based on the information above, the writer is interested to know and search more deeply about the problems entitled of study: **THE QUALITY OF SUMMATIVE TEST MADE BY THE ENGLISH TEACHER AT MTs ISLAMIYAH PALANGKA RAYA.**

**B. Problem of the Study**

The problem of the study is: How is the quality of summative test made by the English teacher at MTs Islamiyah Palangka Raya?

**C. Objective of the Study**
The purpose of this study is to know more deeply about the summative evaluation, in this case, there are problems is to describe the quality of summative test made by the teacher at MTs Islamiyah Palangka Raya. To know how the summative test at the eleventh grade made by the English teacher of MTs Islamiyah Palangka Raya is made.

D. Significance of the Study

This study is aiming to investigate the quality of summative test at the eleventh grade made by the English teacher.

There were some significance of this study namely first, theoretically, the result of this study may become a useful evaluation for the English study program students of MTs Islamiyah Palangka Raya which is expended to support the theory in summative test. Second practically, this study has expended to significant contribution in quality of summative test in writing test. Particular, it’s also hope that the result of study can help the students’ to find alternative ways to quality of summative test.

E. Limitation of the Study

The method of this study is descriptive quantitative. In this study is only conducted at the seventh grade at MTs Islamiyah Palangka Raya. The study is limited to the quality of summative test in test. It is only describe, the instructional process, material, media, assessment and that used by the teacher.

The writer limited the study only the seventh grade students of MTs islamiyah Palangka Raya who obtained successful and unsuccessful scores in
Academic year of 2014/2015. They are taught test by teacher when they has learning English. The population is about 99 students, there are 44 male and 55 female. The writer have took was about 6 students who obtained successful and 6 students unsuccessful. The writer took twelve students as the subject of the study

F. Variables of the Study

Variable is indication that has been researched by researched. “Variable as the attribute of a group of people or the object that have various among them.”(Sugiono, 2004:2)

The variable of this study is the feature of the quality of summative test at the seventh grade made by the English teacher of MTs Islamiyah Palangka Raya which consist of the following:

1. The validity and reability of the English summative test.
2. index difficulty of English summative test.
3. The effectiveness of distracter options English summative test.

G. Scope of the Study

The study focuses on summative test made by the English teacher. in this study, the writer researched the english summstive test at seventh grade made by the English teacher at MTs Islamiyah Palangka Raya

H. Definition of Key Terms

1. Quality
Hornby A S, (1995 :950) “Quality is standard of goodness. In this study, the aim of quality is the standard of goodness about the summative test made by the English teacher.

2. Summative test

“Assessment of learning and summarises the development of learners at a particular time. After a period of work, e.g. a unit for two weeks, the learners sit for a test and then the teacher marks the test and assigns a score. The test aimed to aim to summarize learning up to point.” (Glickman, dkk...,2009)

3. Teacher made test

Slamet (2001:32) “Test made by the teacher is a made by the teachers for assessing the student. This test especially in test result of learning and usually valid for one school, even sometimes for only one class.” Arikunto (2008:147) stated “tes buatan guru adalah tes yang disusun oleh guru dengan sedikit atau tanpa bantuan orang lain atau tenaga ahli.” So Arikunto defined that teacher made is a test that is constructed by the teacher who holds the teaching learning process to evaluate the students. It is usually in the form of achievement test which only used in criteria school or class.

I. Operational Definition

The framework of the discussion of this are:

- Chapter I: introduction consist of the background of the study, problem of the study, objective of the study, significance of the study, limitation of this study, variable of the study, scope of the study, the definition of key terms and frame work of the discussion.
• Chapter II : Review of literature which consist of the previous study, the nature of test of language testing, kinds of test based on its function, the function of test, characteristics of a good test, difference assessment formative and summative.

• Chapter III : Research type, research design, place and time of the study, population and sample, research instrument, data collecting technique, data collection procedures, data analysis procedures.

• Chapter IV : Data presentation and research finding related to the research problems consist of validity of the test item, reliability of the test, index difficulty of the test, effectiveness distracter, interview with the English teacher, discussion.

• Chapter V : Conclusion and suggestion

CHAPTER II

REVIEW OF RELATED

This part presents the review of test, it covers seven major sections. They are previous study, nature of test, test forms, the types of tests based on the goal, characteristic of a good test, kinds of the test based on its function, difference assessment formative and summative.

A. Previous study

The previous study is conducted in MTs Islamiyah Palangka Raya. This research use descriptive quantitative. There were some previous studies, which conducted in this study, as follows: The writer tool thesis written by Akhmad
It can be said that “test is a short examination of knowledge or ability, consisting of questions that must be answered or activities that must be carried out.” (oxford,1995:1234) By test, we can know unfortunate that so many examinations in the past have separation of test from teaching. So test is strutt primarily as devices to reinforce learning and to more students, or primarily as means of assessing the student’s performance the language. In the former case, the test is “geared to the teaching taken place, where as in the latter case the teaching is often great to the test.” (ibid:2)

Because the most teachers also wish to evaluation individual performce the aim of the classroom test is different to that of the of the examine nation. While the latter is generally concerned with evaluation for the purpose of enabling, the classroom tests is concerned with evaluation for the purpose of enabling they teacher to increase his own the purpose of enabling the teacher to increase his own effectiveness by making adjustments in his teaching to enable certain groups of students or individuals in the class to benefit more.

(Sudijono,2007:66) states that”test is an applience or procedure utilized in measurement and assessment”. Amier daien indrakusuma in daryanto says thattest is an objective and systematic procedure or applice to obtain the data or boldness wanted by about someone, precisely and quickly. Meanwhile Douglas Brown states that “ test is method of measuring a persons ability or knowledge in given domain.”(brown, 2000: 342)
From the definition above, it can be concluded that test is a technique used to get information only as data about a thing and person. In this case, the test is used in education area or school. So test is a question or a short examination of knowledge or ability, consists of question that only for the students but also for improving and progress of the school.

Based on the previous study above, the English summative tests made by the English teacher have to fulfill of criteria of good test. Because of that, the writer knows the quality of summative test made by the English teacher of MTs Islamiyah Palangka Raya.

**B. The Nature of Test of Language Testing**

one of the evaluation instruments is a test. there are many meaning of the test. test is”a trial which is held to know some result from a certain subject which is taken from a students or a group of students.”(Arikunto, 1987: 199) by testing teacher can know the ability of learning that students have.

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C. Kinds of Test Based on its Function:

1. Placement Test

According to Thoha Placement test is:
Test to measure the basic of student’s capability; the capability can be used to know the student’s capability in the future, so the students can be guided, directed or placed in the place which is revamp with their capability.

According to Stanley and Kenneth, the placement test can be divided into 2 (two) kinds of test, they are (Chabib, 2003: 46)

a. Readiness test

It measures the extent to which an individual has achieved a degree of maturity or acquired certain skill or information needed for undertaking successfully some new learning activity.

b. Placement Pre-test

It is a process of measurement which focused to know how far the candidate of the student’s mastery about a certain lesson or material will be faced.

2. Formative Test

Formative test is to know to succes or failed the progress teaching learning, it can using to improve or to make a godd and perfect. according to Syaiful Bahri, formative test is “a test that conducted after finishing a unit of lesson material.” (Daryanto: 12) Based on Daryanto, formative test is “a test that is usually applied in the process of learning program to check the progress of students in order to give feed-back for the students and also for the teacher.”

Based on the definition above, it can be taken some of the important cases that have correlation to the formative evaluation, they are (Saiful Bahri: 214)
a). The evaluation is done in the end of learning.

b). Formative evaluation is aiming to know how par the special instructional in learning has been raised.

c). Formative evaluation is done which uses the test, as like are questioner, so on.

d). The students is scored success in the if can be gotten 75% from the aim to be raised.

3. Diagnostic Test

   According to Daryanto, “diagnostic test is conducted to diagnostic the learning difficulty of the students to make the improvisation”. Thoha states that “diagnostic test is used to know about the causes of the students problems in following the question.”

4. Summative Test

   Summative test is given at the end of a course or unit of instruction and the result are primarily for assigning grades or for certifying pupil mastery of the instructional objectives.( Gronlund, 1981 : 21)

   Another definition is based on cole in Halimi “ summative evaluation is typically conducted at the end of a course or unit of intructional, the teacher and the students should participle in the final evaluation process.” ( Akhmad Halimi,2008)

   It can be concluded that summative evaluation is a method of judging the worth of a program at the end of the program activities. In this study summative evaluation is focused on the out come of the students. So, the process of teaching
learning is demanded to reach the goal of this evaluation. Where or not the goal of this evaluation reached, can be seen after doing the summative evaluation.

D. The Function of Test

The function of test in education cannot be discharged from the purpose of evaluation itself. The purpose of evaluation in education is to get the verification data that will show until where the level of ability and student’s success in attainment of curricular. Besides that, it also can be used by all teacher and education supervisor to measure or assess until where the effectiveness of teaching experience, learning activities and teaching methods that used. (Rini Yulia, 2006:17)

E. Characteristics of a good test

According to Sudijono there are 4 (four) characteristics of the test, so that it can be said as a good test, they are: validity, reliability, difficulty level, and the practicability. (Sudijono, 2007: 50)

1. Validity

Validity of a test is the first characteristics of a good test. If it has validity in measuring the students. According to Hornsby validity is legally effective because made or done with the correct procedure. (Oxpord, 1995: 678)

Based on Sudijono, validity of the test is exact measurement had by the items as the test instrument in measuring what has to be measured by the items itself.
Validity a good test should possess, validity: that is, it should measure what it is intended to measure and nothing else. If a test does this, it is said to be valid. To what extent is an oral interview a valid test of the oral skill. For example, the following test item, taken from a public matriculation examination several years ago, is invalid if we wish solely to measure writing ability: “is photography an art or a science? Discuss.” It is likely to be invalid simply because it demands some knowledge or photography and will consequently favor certain students.

2. Reliability

Reliability is the second characteristic of the good test. In this case the reliability is meant the stability of the test score. A test cannot measure anything well unless it measure consistently. (David,:45) Based on Hornby consistently good in quality or performance and able to be trusted. (Oxpord , 1995: 987)

Reliability a test cannot be valid unless it is reliable. If the test puts several students in a different order of merit when it is administered a second time (provided that neither teaching nor learning has taken place in the interval), then the test lacks reliability. Reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument. (Heaton,1989: 67) So the reliability of a test refers to how consistent test score or evaluation result are form one measurement to another.

3. Practicability

Heaton states that a test must be practicability in other words, it must be fairly straight forward to administer. Based on Sudijono, test is practicability is it is simple in conducting and checking, has clear instruction, key answer and
economic. (Sudijono, 2007: 50) So it concluded can be concluded that the characteristic of the practicability test are:

a. Does it need many media or tools in conducting?
b. Does it not need many persons or helps in checking the test?
c. Does it not need much time to check the students answer?
d. Does it not need many media or tools in checking the students answer?
e. Does it not need much money in organizing or conducting the test?
f. Has it the clear construction, key answer and clues?

4. The level of items difficulty

Determine item difficulty on a test relate to the numbers of students who answers the item correctly. A good test has to be proportional item, which means in a test has to have balancing within easy item, enough and the difficulty. The good item consists of a fair number of difficulties, fair and easy items. A very easy test will not stimulate to enrich has effort to solve it. While a test that too difficulty will make students hope less and there no passion to try again became it out of their rich.

In determining item difficulty can do as follows:

Step 1: separate the highest and the lowest 25% of the papers.
Step 2: For each item, subtract the number of “lows” who answered the item correctly from the number of “highs” who answered correctly.
Step 3: Divide the result of step 2 by the number of papers in each groups, “highs“ and “ lows “ to obtain the item discrimination index.
Analyzing the item aimed to identify good item, satisfactory item and poor. The writer used the formula of the difficulty level.

**F. Difference assessment formative and summative**

Considering there are still many misconceptions among teacher about formative and summative is then it would need to be explained again understanding of formative assessment and summative assessment and the difference between the two types if assessment.

1. Formative assessment is the assessment which aims to seek or obtain feedback (*feedback*), and then later from the result of the assessment can be used to improve the teaching and learning process that are underway or are already implemented. So, actually the formative was not only performed at the end of the lesson but can also when the lesson is in progress.

   For example, when the teacher was teaching, the teachers ask some question to the students to check or obtain information on whether the student has understood what the teacher explained. If it turns out there are many students who do not understand, then the next step was increase the teacher’s action or improve their teaching so completely absorbed by the student.

   From these examples, it is clear that formative assessment is not only shape of the written test and only at the end of the lesson, but it also be in the form oral question or assignment given during the lesson and after the lesson is completed. In this connection, the process and post-tests were performed can the lesson included in the assessment system formative.
2. Ad a summative assessment was conducted to obtain information to which the mastery or achievement of student learning the lesson they have learned the material over a certain period. The function and purpose is to determine whether the value obtained is that students can be passed. Understanding pass and do not pass here can mean: whether or not the students can proceed to the next module, and whether or not a student is upgrade to a higher class.

From what has been said, it is apparent that only the summative assessment is an assessments conducted at the end of each semester, but also carried out for example in each module, each end of the academic year or final stage of the evaluation study.

From the above it can be concluded difference between formative assessments and summative assessment is not located on or at time the best was performed, but especially on the function and purpose of the test or assessment was carried out. If the assessment or test the functioning and aims to obtain feedback and then used to improve the teaching and learning process, the assessment is called formative assessment. But if the assessment function and aims to get the information to which the achievement or mastery and achievement of student learning which in turn is intended to determine whether or not a student’s pass, then the assessment is called assessment.

B. Test Forms

The test forms of the discussion of the study are:

1. Forms of multiple choice

The advantages of this form of question multiple choice questions include:
a. Scoring is easy, fast, and objective.
b. May include material scope or extensive material.
c. Able to uncover a low to a high cognitive level.

While the weakness includes:

a. Write because relatively more difficult and longer.
b. Giving students the opportunity to guess the answer.
c. Less able to enhance students reasoning.

1. Problem description form

The advantages of this form of problem description, includes:

a. Can measure the ability to organize thoughts.
b. Analyze the problem, and put forward the idea in ideal.
c. Relatively easy and quick to write.
d. Reduce the question factor in answering.

As for weakness, among other, are:

a. Amount of material that can be revealed by limited.
b. Proofreading or scoring more difficult and subjective.
c. Relative about the reliability level is lower.

C. The Types of Test based on the Goal

The types of test based on the goal are:

1) Speed test (speed test)

Aiming to evaluate the test participants (test) in terms of speed of thought or skill, good spontaneity (logic) and memorizing and understanding in the eyes
had learns. In the prepared speed test execution time is minimal an can do it as many tests properly, quickly and test, skills test knockdown tool.

2) Ability test (power test)

Aiming to evaluate the rest participants in expressing ability (in certain areas) and not strictly limited by time. Which can be evaluated cognitive and psikotomorik. Test usually relatively difficulty questions regarding various concepts and problem solving and requires the rest the test taker to devote all the good ability of analyze, synthesis and evaluation.

3) Test learning outcomes (achievement test)

Aiming to evaluate the things that have been obtained in an activity. Learning test result (THB), both daily tests (formative) and the end of semester test (summative) aims to evaluate the learning results after participating in learning activities in a time series.

4) Advancement of learning tests (gains / achievement test)

Learning progress test is also called the acquisitions test is a test to determine the initial conditional testy before learning to use the pre- test and final conditions testy after learning to use the post- test.
CHAPTER III
RESEARCH METHODOLOGY

In this part, the writer discusses the research design that used by the writer conducting the research. It purpose to answers the problem of the study, the research type, the research design, role of the research in the study, the research site, source of the data, data collecting procedure and data analysis.

A. Research Type

In this study, the writer used quantitative approach. It is because of the problem of study that answered through quantitative. Quantitative is a method that is based on positivist, that is valid science, science that can be expressed numerically and it is generalizability. (Syariffudin, dkk... 2002: 35) The aim of the quantitative approach is to measure the validity, reliability and index difficulty.

B. Research Design

In this study the writer uses content analysis. It is a study which analyzes English summative test at the seventh grade made by the English teachers in measuring student’s achievement at MTs Islamiyah Palangka Raya in order to find the validity, reliability and index difficulty. Content analysis may be done in
an emergent design framework, or they may be done in a quantitative research framework with variables that are specified a priori and numbers that are generated to enable the researcher to draw conclusions about these specified variables. (Ary Donal, 2010: 458)

C. Place and Time of the study

In this study, the writer needed about one month to collect all of the data accurately and briefly. The place of the study was in MTs Islamiyah Palangka Raya.

D. Population and Sample

1) Population

The population of this study is the English summative test at the seventh grade by the English teacher of MTs Islamiyah Palangka Raya in academic 2014/2015 academic year. The writer took summative test at seventh grade as the simple of the study. Therefore, the study is called population research. It is also called population study or census study. (Arikunto, 2002: 112) Population is a set or collection all elements processing one or more attributes of interest. (Ibid, 108) . Mean while the students and the teacher are as information to get the data.

2) Sample

Sample is a part or representative of population. It is also called sample research if someone aimed to generalize research of sample research. Sample research is a research that is only done toward part of representative of population. The result research used for all of subject combinand as population.
In this sense the writer took the English summative test at the seventh grade made by the English teacher at MTs Islamiyah Palangka Raya.

E. Research Instruments

Instrument is measure used to get quantitative information about the variation of characteristic of objectively. In this study, the instrument used is the summative test at the eleventh grade made by the English teachers of MTs Darul Ulum Palangka Raya are:

1. Instrument Validity

Validity is the extent to which one has really observed what one set out to observe, and the extent to which one can generalize one's findings from the subject and situation to other subject and situation. (Numan David.; 232) The validity of a test is extent to which it measure and nothing else. (Heaton, 1987: 153)

Every test, whether it is a short, informal classroom test or a public examination, should be a valid a constructor can make it. The test must aim to provide a true measure of a particular skill which it is intended to measure, to the extent that is measure external knowledge and other skills at the same time, and it will not be a valid test.

Validity refers to extend to which the results of an evaluation procedure serve the particular uses for which they are intended. (Tinambunan Wilmam, 1988:11) If the tests are valid, they can be used as instrument for
measuring the students’ ability. To measure the validity of this test, the
formulation below used:

\[ r_{pbi} = \sqrt{\frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}} \]

Where:

- \( r_{pbi} \) = coefficient validity of each item
- \( M_p \) = mean of the right answer
- \( M_t \) = Mean of the total score
- \( SD_t \) = standard deviation from the total score
- \( p \) = proportion of the students’ correct answer for each item
- \( q \) = proportion of the students’ wrong answer for each item (1-p).

(Sudijono, 2003: 245-246)

The interpretation of correlation of coefficient is:

- \( r \) between 0,00 – 0,20 : no correlation
- 0,20 – 0,40 : low
- 0,41 – 0,70 : fair
- 0,71 – 0,90 : high
- 0,91 – 1,00 : very high (perfect)(M Ngalim,2000: 139)

To determines the \( M_t \) and \( SD_t \) as bellow:

a. Determining Mean Total (\( M_t \)) by formula:

\[ M_t = \frac{\sum x_t}{N} \]

b. Determining Standard Deviation Total (\( SD_t \)) by formula

\[ SD_t = \sqrt{\frac{\sum x_t^2}{N} - \left[ \frac{\sum x_t}{N} \right]^2} \]
In this study, the writer used face validity, content validity and construct validity to measure the validity of the test.

a. Face Validity

Face validity of the test is when the test is indeed testing what it claims to test; the test samples the actual content of what the learner has achieved or expects to achieve.(Brown, 2001: 388-389)

b. Content Validity

Content validity refers to the extent to which a test measures a representative sample of the domain tasks under consideration.(Gronlund, 1981: 90) The content that has been taught to the students must be based on the curriculum and syllabus. The purposed was to measure the agreement between the content of the test item and the curriculum or materials given by the teacher. There are the analysis procedures of content validity:

1). Preparing the curriculum and syllabus used by the teacher.
2). Comparing the curriculum and syllabus material with the content of the English summative test the items.
3). Tabulating the result.

c. Construct Validity

If a test has construct validity, it is capable of measuring certain specific characteristics in accordance with a theory of language behavior and learning. This type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skill.(Heabon, 1987: 154)
Thus, the validity of a test is the extent to which the test measures what is intended to measure. So, to measure the validity the writer used the content validity and construct validity for validations of instruments.

2. Instruments Reliability

The reliability of test should be consistent and stable. The reliability refers to how consistent test scores and other evaluation results are from one measurement to another. (Gronlund, 1981: 117) So, reliability is a necessary characteristic of measurement of any good test for it to be valid at all and a test must be reliable as a measuring instrument.

To measure reliable of this test, the writer will use KR$_{20}$ formula. (Arikunto, 1999: 100)

$$r_{11} = \left( \frac{n}{n-1} \right) \cdot \left( \frac{S^2 - \sum pq}{S^2} \right)$$

Where:

$\Gamma_{11} =$ coefficient reliability test.

$S^2 =$ total variant

$n =$ total of test item

$p =$ proportion of the students correct answer for each item

$q =$ proportion of the students wrong answer, or $q= 1-p$

$\sum pq =$ total result math of $p$ and $q$

To determines the $S^2$ as bellow

$$S^2 = \frac{\sum x - (\sum x)^2}{N}$$
To know the level of test validity and reliability can be seen on the value bellow:

- $r$ between 0.00 - 0.20: no correlation
- 0.20 - 0.40: low
- 0.41 - 0.70: fair
- 0.71 - 0.90: high
- 0.91 - 1.00: very high (perfect) (Sudijono, 2003: 245)

3. Index Difficulty

Determining item difficulty on a test related to the numbers of students who answer the item correctly. A good test has to be proportional item, which means in a test has to have balancing within easy item, enough and the difficult. The good item consists of a fair number of difficult, fair and easy items. A very easy test will not stimulate students to enrich his effort to solve it. While a test that too difficult will make students hopeless and there no passion to try again because it out of their rich.

The formulation as follows to determine the item difficulty:

$$TK = \frac{U-L}{T}$$

Where:

- $TK =$ index difficulty
- $U =$ numbers of the correct answer from upper group
- $L =$ numbers of the correct answer from lower group
- $T =$ number of upper and lower group. (Purwanto, 2000: 119)
Then it classifies the result from the application of the calculation above as follows:

1. If the item difficulty 0.00 – 0.30 it says the difficulty test.
2. If the item difficulty 0.30 – 0.70 it says the middle item.
3. If the item difficulty 0.70 – 1.00 it says easy test.

4. The effectiveness of distracter

To analyze the effectiveness of distracter the writer compared the students’ numbers in upper and lower group who choose the wrong alternative distracters.

**F. Data Collecting Technique**

In this study, the writer used some techniques to collect the data. The technique consist as follows:

1. Documentation
   a. The number of the students at the seventh grade of MTs Islamiyah in the second semester.
   b. The material of English subject for the seventh grade of MTs Islamiyah in the second semester.
   c. The English summative test at the seventh grade of MTs Islamiyah in the second semester.
   d. The students answer sheet for the seventh grade of MTs Islamiyah in the second semester.

2. Interview

   In the study, the writer interviewed the English teacher to ask:
   a. How the summative test is made?
b. What are the sources used by the English teacher in making summative test?

c. Why the English teacher does use the sources?

G. Data Collection Procedures

Data collecting procedure is one of the main duties in this study to answer the problem of the study. The data is collected in natural setting without any manipulation of the setting. Data collecting procedure is uses in this study.

The writer collects the data by implementing some procedures. There were some steps in the procedures as followed:

1. Editing

To check the completeness of the names or identities of sample, to check amount of paper of test items and the contents of samples’ answer accordance with the data needed. After collecting all the needed data, the writer checked the data, whether or not the data were complete, understandable, and consistent and having appropriate respond.

2. Coding

To change the name of sample with code such as A1, A2 and so on. It was an activity to classify the data by giving identity so that having a certain meaning in analyzing.

3. Scoring
To give score to the student’s answers based on the key answers. After giving codes to each result of the test, the writer gave the score for the students with the marking system.

Based on the statements above the writer would like to find and measure students in score of tests. To measure the standard score of the seventh grade students at MTs Islamiyah Palangka Raya in summative test. The writer would like to use the standard of English subject which used by the English Teacher at MTs Islamiyah Palangka Raya. The minimal completeness standard of English subject at MTs Islamiyah Palangka Raya was 65. It means they did not pass the test.(MTs Islamiyah P Raya) We in can see the standard in the following table.

Table 1.1 Evaluation Standard of Standard Subject.

<table>
<thead>
<tr>
<th>Internal</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>65 – 100</td>
<td>Master</td>
</tr>
<tr>
<td>0 – 64</td>
<td>Not Master</td>
</tr>
</tbody>
</table>

4. Tabulating

The last thing to process the data was to insert the data to a certain table and arrange the numbering then calculated them.

5. Analyzing

- Analyzing the validity (face, content and construct validity) of each test item.
- Analyzing the reliability of all test items.
- Analyzing the index difficulty of item.

- Analyzing the distracter option of item.

G. Data Analysis Procedures

In order to analyze the data of summative test, the writer used criteria of good test:

a. To find out the validity, the writer used formula

\[ r_{phi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{P}{q}} \]

To measure the validity, the writer also used the face validity, content validity and construct validity.

b. Reliability

To find out the reliability of the test, the writer used KR20 formula to measure the reliability of the test.

\[ r'_{11} = \left( \frac{n}{n-1} \right) \left( \frac{s^2}{\sum pq} \right) \]

c. Index difficulty

To find out the item difficulty, the writer used: \( TK = \frac{U-L}{T} \)

d. The distracters

To know the quality of good distracters is by comparing the students’ numbers in upper and lower group who choose the wrong alternative distracters.

To know the quality of multiple choice tests is based on good criterion of the test.
CHAPTER IV
DATA PRESENTATION AND ITS FINDING

A. Data Presentation and Research Finding Related to the Research Problem

This chapter discusses about data presentation and research finding related to research problem (consist of validity, reliability, index difficulty effectiveness, distracter), and discussion.

1. Validity of Test Items

a. Face Validity

The test is to have face validity if the instruction of the test is understood by the students. The writer has found that the instruction used on summative test at seventh grade of MTs Islamiyah Plangka Raya in second semester has fulfilled the face validity as seen in table 4.1 as follows.

<table>
<thead>
<tr>
<th>No</th>
<th>Instruction of the item</th>
<th>Number of item</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Question 1-3</td>
<td>1-3</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Choose the correct answer</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A, B, C or D for each number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Question 4-10</td>
<td>4-10</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Are based on the following text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Question 11-25</td>
<td>11-25</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Are based on the following text</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on the table, it can be concluded that all the instruction of the test are valid. It is known all the instruction can be understood by the students.

b. Content Validity

Content Validity is also called curricular validity. The test is said has content validity if content os proper with the scope and content of curriculum in school. Content test has suitable or represent the sample of learning result that should be achieved according to curriculum.

c. Construt Validity

A test is said has construct validity if the is arranged to be able to measure every aspect of thinking that is written in curriculum. In this case, the analysis of the construct validity test has done by seeing the syllabus of English subjcjek at MTs Islamiyah Palangka Raya which use competency based curriculum 2013. See the table below to know the appropriateness of the test with syllabus.

Based on the table above, it can be seen taht the items is not distributed entirely based on syllabus. So, it can be concluced that the test at the seventh grade of MTs Islamiyah Palangka Raya is effective enought to respresent all kinds
d. Validity Test

The validity of English test items that is made by the English teacher can be determine by using formula namely point biserial.

\[ r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{P}{q}} \]

where:
- \( r_{pbi} \): coefficient validity of each item
- \( M_p \): mean of the right answer
- \( M_t \): mean of the total score
- \( SD_t \): standard deviation from the total score
- \( P \): proportion of the students correct answer for each item
- \( q \): proportion of the student wrong answer for each item (Sudijono 2003: 245-246)

The interpretation of correlation of coefficients is:

- \( r \) between 0.00-0.20: no correlation
- 0.20-0.40: low
- 0.41-0.70: fair
- 0.71-0.90: high
- 0.91-1.00: very high (perfect)

Determining the validity of the test items, first make a score table that has been achieved by the student from item number 1 until 50 from 26 students.

A. Interview with the English teacher
To know how the summative test is made, the interview was applied. It was directed to the English teacher at the seventh grade of MTs Islamiyah Palangka Raya. The presentation and discussion data serves in a row as follow:

a. Bagaimana ibu mega membuat soal summatif pilihan ganda?

b. Kalau membuat soal summatif pilihan ganda saya menggambil beberapa referensi dari buku materi atau LKS yang dapat dipakai oleh siswa dan beberapa buku juga, buku pegangan khusus guru. Selain itu juga saya menggambil beberapa soal yang saya buat ketika di ulangan tengah semester.

a. Sumber / referensi apa saja yang ibu gunakan dalam membuat soal sumatif?

b. Kalau sumber referensi untuk pembuatan soal biasanya saya menggunakan buku pengangan guru dan disesuaikan dengan buku LKS siswa.

a. Kenapa ibu menggunakan sumber referensi tersebut?

b. Karena sumber itu menjadi acuan pembelajaran siswa jadi materi – materi yang di ajarkan pada siswa itu dari buku itu maka saya menggambil soal sumatif.

a. Apakah ada kesulitan dalam membuat soal sumatif bu?

b. Kesulitannya hampir tidak ada karena di ambil buku yang sudah ada memiliki acuan untuk soal sumatif jadi tidak ada kesulitan

a. Apa nama yang ibu gunakan?

b. English on the sky
B. Discussion

Based on the analysis result of the research, shows that summative test at seventh grade of MTs Islamiyah Palangka Raya at second semester has validity. This explanation is supported by Soemadi Djiwandono in his book, “language test which is valid as a measuring instrument of language ability focuses on its measurement on the language ability of its test participant”

The validity of summative test analyzed through face validity shows that whole of the test instructions are valid. It can be seen based on table 4.1 that all the test instructions were clear and understandable. Based on the analysis of the reability, the writer found the reability of the test is 0,84. Therefore, the reability of the test is high. It means the reability of summative test items will be high consistently on its reability when used retest.

The result of index difficulty analysis is gotten easy 0% middle, 5,4% and difficulty 4,6%. It shows that most of the summative items of the test easy.

The result interview about how summative test is made, the teacher said that the English summative test made based on latteicawork taught with the index difficulty 20% easy, 50% middle, 30% difficulty.
CHAPTER V
CLOSING

A. CONCLUSION

The validity of test items at seventh grade of MTs Islamiyah Palangka Raya in the second semester it shows based on finding result of validity test items of English test in second semester at seventh grade MTs Islamiyah Palangka Raya are 54% indicates as no correlation, 22% as low, 20% as fair, 1% as high and 1% as very high. The validity proven based on face validity on table 4.3 that all the instruction have fulfilled the validity.

Based on finding result of reability test has shown that the reability score get by English test at seventh grade of MTs Islamiyah Palangka Raya in the second semester are 0.84 and it can be turned out that the English test having high realibility.

Based on the data gathered, it shows the index difficulty percentage of English test at the seventh grade of MTs Islamiyah Palangka Raya in the second semester is 0% easy, 5.4% as midle, and 4.6% as difficulty, it indicates that the difficulty of the test is not suitable with the percentage comparison that is should be 20% : 50% : 30% for an easy, middle and difficulty.

B. SUGGESTION

In line to the conclusion above, the writer would like to give some suggestion as follows:

1. Suggestion to the items test.

The test is made should not give final score based on summative test,
because it is not quite effective to show the real students mastery.

2. Suggestion to the english teacher.

A teacher and educational instruments should make all test can represent learning objectives and students performance. In addition, the material which is taught in MTs Islamiyah Palangka Raya such as reading text, writing, listening and vocabulary should relate to health. In order that the skill acquired by the student will not diverge with the program which has been learned.

3. For the order researches

In this study, the writer is aware that the design of study is very simple. There are still many weaknesses that the other writers can improve this study with the better design and different object in order to support the result finding, and also the writer hopes for others research can analyzes the quality of subjective test. In order words, the other writer can use this study as the references for conducting their study.
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