

**AN ITEM ANALYSIS ON ENGLISH SUMMATIVE TEST FOR
SECOND GRADE STUDENTS OF MAN TULUNGAGUNG 1 IN
ACADEMIC YEAR 2013/2014**

THESIS

**Presented to Faculty of Tarbiyah and Teacher Training
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in partial of fulfillment of the requirements for the degree of Sarjana
Pendidikan Islam (S. Pd.I) in English Education Department**



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MOTTO

Stop worrying Start living.

DEDICATION

After finishing this thesis, I want to dedicate this thesis to:

1. My Father H. Erkham Yahya, my mother Hj. Hurun I'n and my sister Nurhamidah who always pray and give motivation to me
2. My beloved advisor Ida Isnawati who give me unforgettable knowledge
3. Yunus S.D who always gives me supports
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5. All the member of TBI – 8C who I love
6. All the member of ESA who give me more knowledge and spirit to study

English

DECLARATION OF AUTHORSHIP

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States that this thesis is truly my original work. It does not incorporate any material previously written or published by another person except those indicated in quotation and bibliography. Due to the fact, I am the only person responsible for the thesis. If a later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Tulungagung, 9 June 2014

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ABSTRACT

Masruroh, Harir Zumrotul. Registered Student 3213103072. 2014 “*An Item Analysis on English Summative Test for Second Grade Students of MAN Tulungagung 1 in Academic Year 2013/2014*”. Thesis. English Education Program. State Islamic Institute (IAIN) of Tulungagung. Advisor: Ida Isnawati, M.Pd

Keyword: Item Analysis, Summative test, validity, reliability, Level of difficulty, Discrimination Power, Effectiveness of Distractor

Evaluation has an important role in some activities especially in term of education. Evaluation gives information about how successful an effort has been, this information will be very useful to make improvement in the future. One of the instruments of the evaluation in education field is a test. A test is supposed to be well arranged so that it can be used effectively. To be said a good test, it has to fulfill the characteristic of the good test, these are; validity, reliability, practically, level of difficulty, discrimination power and especially for multiple choice test it has effective distractor for each items.

To know the quality of test, it should go through an analysis namely item analysis. Item analysis has several benefits. First, it provides useful information for class discussion of test. Second, it provides data for helping the students improve their learning. Third, it provides insights and skills which lead to the preparation of better tests on future occasions.

Research problems of this research were: 1) How is the validity of English summative test for second grade students of MAN Tulungagung 1 in academic year 2013/2014? 2) How is the reliability of English Summative test for second grade students of MAN Tulungagung 1 in academic year 2013/2014? 3) How is the level of difficulty of English Summative test for second grade students of MAN Tulungagung 1 in academic year 2013/2014? 4) How is the discriminating power of English Summative test for second grade students of MAN Tulungagung 1 in academic year 2013/2014? 5) How is the effectiveness of each distractor of English Summative test for second grade students of MAN Tulungagung 1 in academic year 2013/2014?

The purposes of this research are to describe information about the English Summative test for second grade students of MAN Tulungagung 1 in academic year 2013/2014, which cover: 1)The validity,2)The reliability, 3)The level of difficulty, 4)The discrimination power,5)The effectiveness for each distractor.

Research methodology applied in this research included 1) Descriptive quantitative method 2) Documentation as both data collecting method and research instrument and the researcher got 70 pieces of answer sheet and analyzed all the items 3) item analysis as method of analyzing data.

This research described that the test has some flaws in content validity and construct validity. In term of content validity, not all the language skills were tested in the test, listening was not tested at all. Besides, the materials in syllabus were not fully included in test items. Related to the construct validity, some of techniques used to test language skills were not relevant with the language testing theory especially writing and speaking, because these two skills were tested by using multiple choice test. The test was categorized to have fair reliability, where the test coefficient was 0.677. The level of difficulty range was 70% for easy items, 14% for fair items and 16% for difficult items. It means that the test was too easy for students. For the discrimination power of test , there was 2 % excellent test items, 32 % satisfactory test items, 16 % good test items , 38% poor test items , 12 % Very poor test items . The percentage of effectiveness for each distractor was 28 % for effective distractor, 29% for ineffective distractor and 43% for omit

Finally, the researcher suggests teacher or the test maker to consider the aspect affecting to the quality of test in order to set the betterment of the next test. In addition, the suggestions are also given to the future researcher. It will be better if the future researchers analyze the other type of test such as the national examination, SPMB or selection test etc and the future researcher are hoped to analyze item as careful as possible to get the maximal analysis.

ABSTRAK

Skripsi dengan judul “*An Item Analysis on English Summative Test for Second Grade Students of Man Tulungagung 1 in Academic Year 2013/2014*” disusun oleh Harir Zumrotul Masruroh. 3213103072. Jurusan Pendidikan Bahasa Inggris di IAIN TULUNGAGUNG tahun akademik 2014. dan dibimbing oleh, Ida Isnawati M.Pd.

Keyword: Analisis Butir tes, Sumatif Tes, Validitas, Reliabilitas, Tingkat Kesukaran, Daya Pembeda, Keefektifan Pengecoh

Evaluasi memiliki peran penting dalam bidang pendidikan, karena memberikan informasi tentang hasil belajar siswa yang nantinya akan berguna untuk memperbaiki proses belajar mengajar di kelas. Tes sendiri merupakan salah satu instrument yang digunakan untuk melakukan evaluasi. Untuk mengukur kemampuan siswa secara efektif seharusnya tes disusun dengan baik. Tes yang baik adalah tes yang memenuhi beberapa kriteria yaitu; validitas tes nya, reliabilitas tes nya, praktiknya tesnya, tingkat kesulitanya, daya pembedanya, dan keefektifan jawaban pengecohnya jika itu merupakan tes dalam bentuk pilihan ganda.

Kualitas tes dapat diketahui dengan cara melakukan suatu analisis yang disebut dengan analisis butir tes. Analisis butir tes memiliki beberapa keuntungan yaitu ;memberikan informasi tentang tes, mengetahui perkembangan siswa dalam belajar yang nantinya dapat diperbaiki, dan memberikan pengetahuan kepada guru tentang membuat soal yang berkualitas

Rumusan masalah yang diangkat dalam penelitian ini ada 5 yaitu :
1) Bagaimana kah validitas pada ujian semester kelas dua di MAN Tulungagung 1?, 2) Bagaimana kah reliabilitas pada ujian semester kelas dua di MAN Tulungagung 1? 3) Bagaimana kah yingkat kesulitan butir soal ujian semester kelas dua di MAN Tulungagung 1?? 4) Bagaimana kah daya pembeda pada butir soal ujian semester kelas dua di MAN Tulungagung 1? 5) Bagaimana kah effektifitas pengecoh pada butir soal ujian semester kelas dua di MAN Tulungagung 1?

Tujuan penelitian ini adalah untuk mendeskripsikan informasi tentang butir soal ujian semester kelas dua MAN Tulungagung 1 meliputi , 1) validitas soal 2) reliabilitas soal, 3) tingkat kesulitan, 4) daya pembeda, 5) efektifitas pengecoh jawaban.

Metodologi dalam penelitian ini adalah 1) deskriptif studi yang menggunakan data kuantitatif 2) menggunakan dokumentasi untuk teknik pengumpulan data sekaligus sebagai instrumenya, 3) analisis butir soal sebagai metode analisisnya

Penelitian ini mendeskripsikan bagaimana kualitas soal yaitu; tes memiliki validitas isi dan konstruk yang kurang. Tes memiliki validitas isi yang kurang dikarenakan tidak semua kemampuan di tes kan seperti tes mendengarkan, bahkan materi-materi yang terdapat di silabus tidak sepenuh nya di aplikasikan dalam tes. Selain memiliki validitas isi yang kurang, tes ini juga memiliki kekurangan dalam hal validitas konstruk, karena teknik yang digunakan tidak relevan dengan teori bahasa khususnya untuk tes berbicara dan tes menulis. Reliabilitas pada tes dikategorikan cukup dengan koefisien 0.677, tingkat kesulitan nya 70% soal yang mudah, 14% soal yang cukup, dan 16% soal yang sulit. Sedangkan untuk daya pembeda nya yaitu 2% daya pembeda yang baik sekali 32% daya pembeda yang memuaskan,16% daya pembeda yang bagus, 38% daya pembeda yang rendah, dan 12% daya pembeda yang sangat rendah, sedangkan untuk keefektifan pengecoh jawaban yaitu; 28% pengecoh yang effective, 29% pengecoh yang tidak effective, dan 43 pengecoh yang tidak ada sama sekali yang memilih.

Untuk kedepanya, peneliti menyarankan pada guru atau pembuat soal agar mempertimbangkan beberapa aspek yang mempengaruhi kualitas soal. Peneliti juga menyarankan kepada peneliti untuk menganalisis jenis tes selain sumatif tes seperti ; soal ujian nasional, soal SPMB dsb secara hati-hati untuk mendapatkan hasil analisis yang maksimal.

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The writer realizes that this research is far from being perfect. Therefore any constructive criticism and suggestion will be gladly accepted

Tulungagung, 9 June 2014

The writer

Harir Zumrotul Masruroh

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