

Hak Cipta Diindungi Undang-Undang

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CHAPTER I INTRODUCTION

A. Background of the Problem

The measurement of learning result is conducted by the government embodied in the form of National Examination (Regulation of the Minister of National Education of Indonesia Republic Number 04 of 2018). National Exam is used as a standardization on tool to test the feasibility of a student to be able to continue his/her education to the higher level and as the distribution of education nation wide. And, National Exam is one of government efforts to spur an increase in the quality of education. The exam result is also used as a benchmark against other countries' education. Various studies in Yusrizal(2016, p. 140) indicated that by National Exam, students are encouraged to learn better and teachers are encouraged to teach better.

In relation to the learning and teaching, evaluation activities are not just stop after the teacher evaluates learning outcomes that end with giving scores / assessments of student learning outcomes, but it also needed to know the quality of the learning process itself, Fitriawanawati(2010, p. 282). According to Arifin(2011, p. 221), in processing the data of learning outcomes of the test, there are four steps must be followed. (1) give a score, which is a score on the test results that can be achieved by students. To get a raw score, three types of tools are needed, namely answer keys, scoring keys, and conversion guidelines. (2) changing the raw score into a standard score according to the demeanor of a particular norm. (3) convert the

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standard score into a value, either in the form of letters or numbers. (4) analyzing the problem to determine the degree of validity and reliability of the problem, the level of difficulty index, and the distinguishing power.

In addition, Quairain,(2017, p. 3) stated that having administered and scored a test, a teacher needs to know how good the test items are and whether the test items were able to reflect the students' performance in the course in relation to the specific learning objectives taught over the period of time. The teacher needs to process or analyze which components of the material given are still weak both in the delivery of material by the teacher and mastery of the subject matter by students. Because, the functions of the result of the test are (1) to analyze which parts of the learning plan still need improvement to make the quality of the learning process better, (2) optimizing the learning process, Arifin(2011, pp. 286-287).

Furthermore, Aiken(1994,p. 63) in Suprananto&Kusaeri(2012, p. 163) stated that the purpose of analyzing the items is also to help improve the test through revision or removing ineffective items, as well as to find out diagnostic information for students whether they have / have not understood the material that has been taught. In addition, Thondike and Hagen (1997) in Purwonto(2012, p. 118) stated that an analysis of test items that students have answered by students has two goals: (1) The answers to the questions are diagnostic information to examine the lessons of the class and the failure of learning failures and then to guide the way of learning better. (2) answers to separate questions and reviews of questions

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that are based on the answers are the initial steps for preparing a better test for the following year.

National Exam's questions have been standardized by the National Education Assessment Centre (Puspurbruk). The device has gone through trial process in all area, so it is believed to have met all the requirements as a good test. The parameters that must be met for standardized tests are the validity, reliability, level of difficulty, differentiating power and decoys' effectiveness.

Furthermore, it was hard to find the research about item analysis in National Exam, because theoretically national exam has been standardized. And generally item analysis has been used only to determine the quality of the test items, such as improving items which will be used again in later tests or it can also be used to eliminate misleading items in a test. It can be proven by some researches by Salwa (2012, p. 7), Bhattacharya & Kumari (2016, p. 1-5), Quagrains & Arhin (2017, p. 9-11). Those all research were about item analysis in determining the quality of the test items, and no one of those research analyze items to find out the the lessons of the class and the learning failures of national examination items and then to guide the way of learning better

On the other hand, actually item analysis specifically the difficulty level analysis could be used as well in national exam to find out the diagnostic information about the lessons that have been taught yet or not

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by the teacher, and the strengths and weaknesses of lessons, in order to guiding in better lessons for the next exam.

In this study, the sole tested parameter was the items level difficulty of items analysis. The number that shows the level of difficulty of a test can be said as difficulty index in the range of 0.00 to 1.00, Arikunto (1997,p.212). The lower index of a test, the more difficult the test is. And vice versa. Besides, item analysis helps teacher particular objectives of learning which students have not achieved properly and seek to review and re-teach.

State Senior High School 5 Pekanbaru is one of schools in Pekanbaru that conducts national examinations every year. But most of English teacher there used national examination test for conducting intensive class (terobosan) .In addition, in the last three years, the number of exam participants majoring in science was 279 students and the average for each year was 60.17 in 2017, 72.85 in 2016, and 84.81 in 2015. And for the social major, the number of participant was 147 students , and the average for each year was 54.57 in 2017, 69.39 in 2016, and 74.48 in 2015. So, It is important to English teacher there to find out learning objectives that the students have not achieved. Therefore, researcher attempts to analyze items level difficulty in English National Examination at third grade student of State Senior High School 5 Pekanbaru.

Based on the problems illustrated above, thus the researcher interested in investigating the problems above into a research entitled “An

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Analysis of the Difficulty of English National Examination Test Items for the Third Grade Student of State Senior High School.

B. Problem

1. Identification of the Problem

Based on the background above, the researcher identifies some problems of this research as follows:

1. How effective is the national examination intensive class (terobosan) can diagnose students' aptitude?
2. Does national examination intensive class diagnose the student's aptitude on English subject?

2. Limitation of the Problem

Based on the identification of the problems stated above, those the writer needed to limit and focus the problem of this research on difficult items and difficult indicators of English National Examination Test of State Senior High School 5 Pekanbaru.

3. Formulation of the Problem

Accordance to the limitation of the problem, the researcher formulated the research problems as follow:

- 1) Which test items of national examination are categorized into difficult items of English National Exam 2016/2017?
- 2) Which learning objectives (indicators) are categorized into difficult of English National Exam 2016/2017 ?

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The Objectives and Significance of the Research

1. Objective of the Research

- a. To find out the test items that categorized into difficult of English National Examination 2016/2017 for the third grade student at State Senior High School 5 Pekanbaru.
- b. To find out the learning objectives (indicators) that categorized into difficult of English National Examination 2016/2017 for the third Grade Student at State Senior High School 5 Pekanbaru.

2. The significance of the Research

- a. Provides the students data about their strengths and weaknesses , and what they know and what they don't know.
- b. Teachers can see how far students have achieved the materials and the objectives of the course. It might likewise uncover how well the teachers have put over the materials, and provoking the students to attempt more effort in the parts they have not achieved to be better in facing the next English national examination.
- c. Research is hopefully contributing to the writer as a research in term of learning as novice
- d. To add references for other next researcher who having the same problems.

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D. Reason for Choosing the Title

There are some reasons why the researcher is carrying out this research.

1. The title of this research is relevant with the writer's status as a student of English study program.
2. The title of this research is not yet investigated by other previous researchers.

E. The Definition of the Terms

To avoid misunderstanding and misinterpreting in writing this proposal, it necessary for the researcher to explain the terms used in the study. They are defined as follows:

1. National Examination

The definition of National Examination according to BSNP (2017) is an activity of measuring the achievement of graduate competency in certain subjects nationally with reference to Graduates Competency Standards. Graduation criteria is a requirement of minimum achievement of graduate competency in all subjects to be stated from the education unit.

2. The Item Analysis

Accordance to Shih (2010, p. 60), identifying the appropriateness of item with regard to the difficulty levels, the power of discrimination and the function of distractors is known as item analysis. Besides, item

analysis helps examines particular objectives of learning which the students haven't achieved properly and seek to review and re-teach.

3. Difficulty Level

The difficulty level of the test demonstrates how difficult or easy the test items have been. With difficulty level analysis can be generally revealed, whether a test is easy, moderate, or difficult Arikunto (2007, p. 212). The degree of difficulty is basically a comparison between the number of correct answers that can be given by the student to the total number of test takers. The greater the number of test participants who are able to answer a correct test item, the easier the test item is concerned. Vice versa.

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