THE ANALYSIS OF ENGLISH FINAL TEST AT THE FIRST SEMESTER OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION OF IPTS IN 2021/2022 ACADEMIC YEAR

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Abstract:*The purpose of this research is to know the quality of English final test based on difficulty index, discrimination power, concurrent validity, and item validity. This research used descriptive quantitative method. The population of this research all of the first semester students of Indonesian Language and Literature Education of IPTS in 2021/2022 academic year which consist of 38 students and they were taken by using total sampling technique. Based on difficulty index shows the test is medium category which includes 8 items are difficult category (40%), 12 items are medium category (60%), and 0 item is easy category (0%). Furthermore on descrimination power the test is satisfactory category which includes 2 items are very poor category (10%), 5 items are poor category (25%), 8 items are satisfactory category (40%), 5 items are good category (25%), and 0 item is excellent category (0%). Then, for the concurrent validity the test is invalid because r_{xy} is lower than r_t (0,116 < 0,320). Meanwhile for the item validity there are 13 items are valid category (65%) and 7 items are invalid category (35%).*

Key words: English Final Test, Difficulty Index, Discrimination Power, Concurrent Validity, Item Validity

Abstrak: *Tujuan penelitian ini adalah untuk mengetahui kualitas soa lujian akhir Bahasa Inggirs berdasarkan tingkat kesukaran, daya pembeda, validitas bandingan, dan validitas buti rsoal. Penelitian ini menggunakan metode deskriptif kuantitatif. Populasi penelitian ini adalah seluruh mahasiswa semester satu pendidikan Bahasa dan Sastra Indonesia di IPTS tahun ajaran 2021/2022 yang terdiri dari 38 mahasiswa dan diambil menggunakan teknik total sampling. Berdasarkan tingkat kesukaran menunjukkan bahwa tes termasuk kategori mudah yang mencakup 8 soal kategori sulit (40%), 12 soal kategori sedang (60%), dan 0 soal kategori mudah (0%). Selanjutnya, pada daya pembeda menunjukkan bahwa tes termasuk kategori cukup yang mencakup 2 soal kategori sangat buruk (10%), 5 soal kategori buruk (25%), 8 soal kategori cukup (40%), 5 soal kategori baik (25%), dan 0 soal kategori baik sekali (0%). Kemudian, untuk validitas bandingan tes tersebut tidak valid karena r_{xy} lebih rendah daripada r_t (0,116 < 0,320). Sementara untuk validitas butir soal terdapat 13 soal kategori valid (65%) dan 7 soal kategori tidak valid (35%).*

Kata Kunci: Soal Ujian Akhir Bahasa Inggris, Tingkat Kesukaran, Daya Pembeda, Validitas Bandingan, Validitas Butir Soal.

I.   INTRODUCTION

Test is an instrument to measure student's result of learning process.The teacher will know students' ability from the test result. Therefore, the test has to arrange properly and the test has to present all of the materials from the study. Through test, teacher can identify students'ability in understanding the materials. In other words, test is an instrument that used to determine students' ability. Students will get the result from what they have been testing.

The English final test designed by English teacher. The English final test consist of 20 items in the form of multiple choice. Indonesian Language and Literature Education students in 2021/2022 academic year have conducted the English final test at January 2022. Based on the interview the score is still fail category. It can be seen from the average of English final test is 33,94.

There are many things that cause their English score is fail, such as the students are lack of motivation, lack of understanding the material, inadequate learning models during online learning, also the teacher did not use validator to validity the test, the teacher did not conduct reliability, practicability, objectivity, washback, difficulty index, and discrimination power.

Actually, there are some efforts that has been conducted by teacher such as giving learning motivation, using different technique or method in their teaching learning activities, using media that suitable for the material, and giving an interest material. In fact, the result did not get positive respons from student in the learning process because this online learning certainly a new challenge for the teacher to make the students have to master online learning and to be creative.

Based on explanation above, the researcher is interested to analyzed the English final test because the test did not analyze before. The researcher interest to conduct a research entitled **"The Analysis of English Final Test at the First Semester of Indonesian Language and Literature Education of IPTS in 2021/2022 Academic Year"**.

a. Definition of Test

Test is a series of question that used to measure skill and knowledge of students. The teacher can measure students' ability and also can see their progress in learning process whether they understand or not about the material by giving a test. Arifin (2009:118) says that test is a technique used to measuring which includes questions, statements, or a series of tasks that students have to answer to measure the behaviour of learners. It means that

test is a sequence of question, task, and statements that students have to answer to determine their ability.

Sudijono (2007:67) says that test is a way or procedure in order to measurement and assessment in the form of task that testee have to answer. It means that test is procedure that can be used to determine or measure something in accordance to the way and the rules that have been met. Furthermore Daryanto (2010:35) states that test is an information gathering tool, but compared with others this test is more formal because it is full of limitations.It means that test is a formal tool that collects data because it has limitations. Based on the explanation above, the researcher concludes that test is an instrument or procedure which have various question, statement, or task that should answered by students to measure students' ability.

b. Analysis Item

Analysis of item is the process of analysing assessment data to evaluate the quality of the test item. Daryanto (2010:179) says that item analysis aims to identify the question and make repairment. Sudjana (2009:135) states that item analysis aims to obatain good quality of question, the teacher will get description about the real achieve learning of student. Arikunto (2010:205) says that item

analysis is a systematic procedure that will give special information on items that will arranged. Based on explanation above, the researcher concludes that item analysis is the identification activity of item to know the students' ability by repair quality of test that will arrange.

1. Difficulty index

   Difficulty index is the percentage of students' ability who gave the correct answer. Arikunto (2007:176) says that difficulty index is the test subject ability is doing a lot of the correct answer. Arifin (2009:266) states that difficulty index is to measure the difficulty level of a question.

   Sudijono (2007:371) says that the quality item test of learning outcomes firstly can be known from difficulty index or the level of difficulty that each item has. Daryanto (2010:180) states that difficulty index is numbers indicating the complexity and easy of something. Based on the explanation above, the researcher concludes that difficulty index is the test item can be stated as a good item when it is not to difficult and easy to answer.

2. Discrimination power

Discrimination power is measure of how the students' high ability with the students' low ability on a particular question. Arikunto (2007:177) says that discrimination power is test ability in separating the clever subjects with less-intelegent ones. Arifin (2009:273) states that discrimination power is a measure an item of question is able to differ who is already and has not already mastered the competence.

Sudijono (2007:387) says that discrimination power can see through by looking at the size of the item discrimination power. Daryanto (2010:183) discrimination power is the ability to distinguish between a good student with foolish one. Based on the explanation above, the researcher concludes that discrimination power is the degree to which a test differentiates between subjects with different level ability.

3. Concurrent validity

Concurrent validity is a measure of particular test correlates with a previously validated measure. Sudjana (2009:15) states that concurrent validity is a test which is consistent with existing or frozen test. Sukardi (2011:34) says that concurrent validity is the

degree which the score in the test with the other scores have been made.

Sudijono (2007:176) states that measuring test have concurrent validity if the test have same period and being able to demonstrate the relationship between the first test and the next test. Purwanto (2009:138) says that concurrent validity is the results of test have high correlation another measuring instrument of the same area and time. Based on explanation above, the researcher concludes that concurrent validity is the measure of how well the test correlates with the previous validated test.

4. Item validity

Item validity is the capability of each question in measuring the validity of item. Syarif in Syamsurizal (2019) states that validity of item is the degree of conformity between one question with another questions. Sudijono (2007:182) says that validity of item is the accuracy of measuring the items.

Surapranata (2009:1) states that validity of item is done to determine whether the test is working or not. Arikunto (2005:76) says that one item is valid when it has great support for the total score. Based on the explanation above, the resercher concludes

that validity of item is done to determine how valid of each item in the test.

II. METHODOLOGY OF RESEARCH

The researcher use quantitative descriptive research method because the aim of this research is to present and describe the quality of English final test that focus on difficulty index, discrimination power, concurrent validity, and item validity.The population in the research is all of the students at the first semester of Indonesian Language and Literature Education of IPTS in 2021/2022 academic year are 38 students and to taking the sample, the researcher used total sampling.The researcher use data sekunder to collect data that are documentation and interview.

III. RESULT

The researcher put the analysis results of English final test at the first semester of Indonesian Language and Literature Education of IPTS in 2021/2022 academic year by using SPSS as follows:

a. Difficulty Index

Table 1
Distribution of Difficulty Index

No.	Category	Item	Frequency	Percentage
1.	Difficult (0,00 – 0,29)	1, 4, 8, 9, 12, 13, 14, 15	8	40%
2.	Medium (0,30 – 0,69)	2, 3, 5, 6, 7, 10, 11, 16, 17, 18, 19, 20	12	60%
3.	Easy (0,70 -1,00)		0	0%
Total			20	100%

b. Discrimination Power

Table 2
Distribution of Discrimination Power

No.	Category	Item	Frequency	Percentage
1.	Very poor (negative sign)	4, 7	2	10%
2.	Poor (0,00 - 0,19)	8, 12, 13, 14, 20	5	25%
3.	Satisfactory (0,20 – 0,39)	2	1	5%
4.	Good (0,40 – 0,69)	1, 3, 5, 6, 9, 10, 11, 15, 16, 17, 18, 19	12	60%
5.	Excellent (0,70 – 1,00)		0	0%
Total			20	100%

c. Concurrent Validity

The analysis shows that r_{xy} is 0,116 and r_t5% is 0,320. It means that r_{xy} is lower than r_t, so the quality of English final test at the first

semester of Indonesian Language and Literature Education of IPTS in 2021/2022 academic year is invalid. The other words, the alternative hypothesis (Ha) is unaccepted or null hypothesis (H_0) is accepted.

d. Item Validity

Table 3
Distribution of Item Validity

No.	Category	Item	Amount	Percentage
1.	Valid ($r_{pbi}> 0,320$)	1, 2, 3, 5, 6, 9, 10, 11, 15, 16, 17, 18, 19	13	65%
2.	Invalid ($r_{pbi}< 0,320$)	4, 7, 8, 12, 13, 14, 20	7	35%
Total			20	100%

IV. DISCUSSION

This research was conducted with the aim to know the quality of English final test at the first semester of Indonesian Language and Literature Education of IPTS in 2021/2022 academic year based on difficulty index, discrimination power, concurrent validity, and item validity. The result of analysis show in the difficulty index there are 8 items are difficult category (40%), 12 items are medium category (60%), and 0 item is easy category (0%). The calculated of difficulty index of

English test is medium category. Then, the result of analysis show in the discrimination power there are 2 items are very poor category (10%), 5 items are poor category (25%), 1 item is satisfactory category (5%), 12 items are good category (60%), and 0 item is excellent category (0%). The calculated of descrimination power of English test is satisfactory category. The result of analysis show the concurrent validity is invalid and item validity there are 13 items (65%) valid category and 7 items (35%) invalid category.

By looking the review of related findings, Siti Fatimah et al (2020) entitled "Analysis of Final Test for the 9th Grade Students of SMPN 44 Surabaya in the Academic Year of 2019/2020". The result of this research showed that the difficulty index is easy category and discrimination power is poor category. Then, Dewi Manalu (2015) entitled "An Analysis of Students Reading Final Examination by Using Item Analysis Program on Eleventh Grade of SMA Negeri 8 Medan". The result of this research showed that valid are 14 items (56%), invalid are11 items (44%), difficulty index are medium category, and discrimination power is poor category. Meanwhile Muhammad Affan Ramadhana (2011) entitled "An Analysis of the English Test Used in Final Examination at SMA Pesantren IMMIM Makassar". The result of

this research showed there are 34 items invalid (68%), 16 items valid (32%), difficulty index is difficult category, and discrimination is poor category.

Based on the relevant research above, the researcher concludes this research and the others have different result. The test is unworthy to save in test bank. The test still need revised to meet the quality of a good test. In other words, the test item that can still be used should be saved and revised.

CONCLUSION

Based on the research result, the researcher describes the conclusions as follows:

1. The results show that the difficulty index can be said not good because there is no item included in the easy category. The test should be repair by replacing an item where some atudents are able to answer it.

2. The results show that the discrimination power indicate that the question is a satisfactory category. The test should be revised to be included in good category, so the test is able to distinguish the students' ability.

3. The result show that the test is invalid based on concurrent validity with the item validity included 13 items are valid category (65%) and 7 items are invalid category (35%). The item which found not valid should be revised again.

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