

THE ANALYSIS OF THE TEACHER-MADE TEST FOR SENIOR HIGH SCHOOL AT STATE SENIOR HIGH SCHOOL 1 KUTACANE, ACEH TENGGARA

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Abstract

This study was designed to find out whether or not the English test made by the teacher called a teacher-made test was valid at state senior high school (SMAN) 1 Kutacane. The research design of this study was a qualitative descriptive research. The description is based on the test made by the teacher or the final test question sheet applied by the teacher for the second year students of senior high school 1 Kutacane. To make it easy to analyse, rubric (the points about the syllabus and lesson plan) and interview were applied. In analyzing the data, the technique applied was a documentary analysis technique (the final question sheet of English test made by the teacher) and was based on the curriculum as a benchmark to find out the validity of test questions made by the English teacher. Based on the results of research, it was found out that 92% of questions made by teachers was valid and 8% was invalid. These results indicated that the questions made by the English teacher of state senior high school 1 Kutacane were mostly valid and were in accordance with the curriculum. So, the English teacher of senior high school 1 Kutacane had made valid questions and the level of validity made by the teacher demonstrates the ability of teachers to design questions in English.

Keywords: *Teacher-Made Test, Analysis, Students Achievement*

INTRODUCTION

The test, in a simple term, is a method of measuring a person's ability, knowledge, or performance in a given domain.¹ This means that test is a method, to measure. It also indicates an instrument, a set of techniques procedures or items applied to measure person's ability knowledge or performance in a certain domain, for example the English test.²

Brown said that test is divided into two forms, namely a teacher-made test and a standardized test. Teacher-made test is designed by the teacher based on the curriculum and the lesson plan that has been applied during the lesson. It is intended to measure the success

¹Brown, H. D, *Language Assessment Principle and Classroom Practice*, New York: Pearson Education, Inc. 2003, p.3.

² Brown, H. D, *Language Assessment Principle...*, p.3.

rate of students in achieving the target of curriculum after the teaching - learning process done by the teacher. Therefore, teachers must make logical and rational questions about what items are worth asking. This test is usually used for daily, formative, and general test (sumative) tests.³

With regard to test, there are many procedures that are normally used in the test program. But there are two main things that must be considered, namely the validity and reliability. Suharsimi Arikunto mentions that a test is said to have validity if it is measured what should be measured.⁴ While reliability is consistent and dependable.⁵

It is clear that a test should be valid and reliable. In a test, validity and reliability are the two factors that determine the quality of a test. There are many valid but not reliable tests, and vice versa. Therefore, many factors influence the result of the test, and every school has different qualities in making a test. In this light, a teacher plays an important role. Teachers must be careful in analyzing students' capability and teaching materials to make a good test because it will affect the results that will be obtained from the learning process. However nowadays Nana said the teacher who constructs the items of the test is lack of the techniques and skill in constructing it.⁶

To illustrate, a previous study which was conducted by Viviantina research on item analysis of teacher-made test for the English test of the first semester for the second grade students of SMPN 1 Sragi in the academic year of 2006/2007. In this research, she found that not all the items in the test were valid; therefore it needed some revisions.⁷

That condition may also happen at a state senior high school 1 Kutacane. The test made by the teachers may have lack of validity. This tendency can be seen from the fact that senior high school 1 Kutacane has a qualified teacher, but most students are not able to complete the test questions at the end of the semester. In this research, the analysis was focused on the forms of the test, the types of the test, and the content of the test based on curriculum to find their validity related to the classroom teaching-learning process. This will be discussed on the following description.

Literature Review

1. Definition of Test

Test is a way to measure the knowledge ability of person or student. According to Brown, test is a method of measuring a person's abilities, knowledge or performance. In

³ Brown, H. D, *Language Assessment Principle...*, p.66.

⁴ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara, 2010, p.58.

⁵ Brown, H. D, *Language Assessment Principle...*, p.20.

⁶ Nana et.al, "An Analysis Of English Teacher-Made Tests"[Online] <http://eprints.unm.ac.id/10907> accessed on 25/4/2020.

⁷ Viviantina, F.L. 2007. "Item Analysis of A Teacher-Made Test (The English Final Test of the First Semester for the Second Grade Students of SMP N 1 Sragi, Pekalongan in the Academic Year 2006/2007)", *Final Project*, English Department Languages and Arts Faculty: Semarang State University [online] <https://lib.unnes.ac.id/3748/1/5666.pdf> accessed on 25/4/2020.

line with Brown's opinion, Sardar said that "test may be called as tool, a question, set of question, an testation which are used to measure a particular characteristic of an individual or a group of individuals".⁸ Globally, the test is a series of questions that must be answered correctly, the goal is to measure the ability of individuals to the extent of their ability to understand daily learning.

Test is different from evaluation. Evaluation is activities that include two elements, namely measuring and assessing. In addition, evaluation is the last activities after test. According to Ralp Tyler in Tayibnapis, evaluation is a process that determines target can be reach.⁹ In line with Tyler's, Arikunto said that "evaluation is used to know the result of teaching learning process."¹⁰

From definition above, test and evaluation is different. In other words, test is a tool to make evaluation, and evaluation is the last way to make a decision whether a person passes the test or not. Then, the result from the test will produce a number to scoring and teachers will easily assess the results of the tests.

2. Teacher- made test

According to Suharsimi Arikunto, teacher made-test is a test written and made by a teacher in the school, so the validity and reliability of the test is not like the standardized test. The effectiveness of this type of test depends on the skill and ability of the teacher in designing the test. This test is based on materials and specific goals formulated by the teacher for his own class. Rarely does the teacher analyze and revise test items that have been tested, so the teacher does not know the level of validity and reliability.¹¹

Brown mentioned that basically the teacher- made test can only be used in some classes the teacher teaches. The advantage of using this kind of test is that students are familiar with the task given by the teacher enabling them to get score better than in standardized test. Meanwhile, the limitation of teacher made tests are limited sampling, low reliability, subjective, low validity, high skill required, monotonous, spend lots of time to compose.

3. Principle of Good Test

A test must have criteria that must be met in order to be regarded as a good test. According to Purwanto, a good test has four principles which are: Practicality, Reliability, Authenticity, and Validity.¹²

a. Practicality

⁸Sardar, S, "Test, Measurement, and Evaluation"[Online]. <https://idoc.pub/documents/dr-sanjit-sardar-test-measurement-and-evaluationpdf> accessed on 25/4/2020.

⁹ Tayibnapis, F. Y, *Evaluasi Program*, Jakarta: PT. Rineka Cipta, 2000, p.4.

¹⁰ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara, 2005, p.3.

¹¹ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara, 2005, p.146-147.

¹² Purwanto, *Evaluasi Hasil Belajar*, Yogyakarta: Pustaka Pelajar, 2009, p.44.

The test can be said to be practical and effective when it is easy in its implementation and all students can take the test without some obstacles. According to Brown, a test can be called as practical when it is not excessively expensive, stays within appropriate time constraints, relatively easy to administer, and has a scoring/evaluation procedure that is specific and time-efficient.¹³

b. Reliability

A test should be reliable as a measuring tool. The results obtained from previous tests have the same results and are not much different from the tests performed now. If the tests performed have very different results, then the test can be said not reliable. According to Brown, a reliable test is consistent and dependable.¹⁴ The point is if a teacher gives a test to a same student at two different times then the test should have a result that is not much different. In addition, Frisbie stated that reliability is the property of a set of test scores that indicates the amount of measurement error associates with the scores. However, if the tests are given to the same student at different times and have similar results, then the test can be reliable.¹⁵

c. Authenticity

A third major principle of language testing is authenticity, a concept that is a little slippery to define, especially within the art and science of evaluation and designing test. Brown define authenticity as the degree of correspondence of the characteristics of a given language test task to the features of the target language task, and then suggest an agenda for identifying those target language tasks and for transforming them into valid test items.¹⁶

d. Validity

Test validation is defined as the process of collecting evidence to establish that the inferences, which are based on the test result, are appropriate. According to McMillan, validity is a matter of judgment, there are no fix rules for deciding what is meant by high, moderate, or weak validity. Skill in making this judgments is based on test validation, and it develops with experience in dealing with tests. In addition, Gronlund said that validity is the extend to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment.¹⁷

How is the validity of a test established? According to Brown, there is no final absolute measure of validity, but several different kinds of evidence may be invoked in support. In some cases, it may be appropriate to testine the extent to which a test calls for performance that matches that of the course of unit of study being tested. In other cases, we

¹³ Brown, H. D, *Language Assessment Principle...*, p. 19.

¹⁴ Brown, H. D, *Language Assessment Principle...*, p. 20.

¹⁵ Friesbie, D. A, "NCME Instructional Module on Reliability of Scores from Teacher Made Tes"[online]. http://www.ncme.org/pubs/items/ITEMS_Mod_3.pdf accessed on 24/4/2020.

¹⁶ Brown, H. D, *Language Assessment Principle...*, p. 28.

¹⁷ McMillan, J. H, *Fundamentals of Educational Research*. USA: Pearson Education, 2016, p. 156.

may be concerned with how well a test determines whether or not students have reached an established set of goals of level of competence.¹⁸

1. Content-related Evidence

Evidence based on test content represents the degree to which the items on a test reflect a course's content domain. Suharsimi Arikunto said that test has content validity if it measures based on specific objectives of teaching program.¹⁹ In addition if a test actually samples the subject matter about which conclusions are to be drawn, and if it requires the test-taker to perform the behavior that is being measured, it can claim content-related evidence of validity from both of the above statement it can be understood that content related evidence is a material to test suitable to the teaching-learning objective.²⁰

2. Construct-related Evidence

Construct validity is a concept that relates to the construction of the test designed by the test contractor for example the test item, the aim of teaching the aspect of domain to include as mentioned by Benjamin S. Bloom consisting of cognitive domain, affective domain, and psychomotoric domain.²¹

According to Brown, Construct validity is a major issue in validating large-scale standardized tests of proficiency. Because such tests must, for economic reasons, adhere to the principle of practicality, and because they must sample a limited number of domains of language. They may not be able to contain all the content of a particular field or skill. The TOEFL, for testple, has until recently not attempted to sample oral production, yet oral production is obviously an important part of academic success in a university course of study.²²

3. Criterion-related Validity

This type of evidence testines the relationship of test score to validity that are external to the test. According to Brown, criterion-related validity is best demonstrated through a comparison of results of an assessment with results of some other measure of the same criterion. Criterion-related validity usually falls into one of two categories, concurrent and predictive validity. A study of concurrent evidence, however, is concerned with estimating present performance when compared to the criterion.²³

Based on the principal of good test above, the teacher must have an ability to fulfil the criterion of good test. If the teacher cannot fulfil the criterion of good test, the test will be invalid to scoring the students'test. The teacher must have a responsibility when they make a test, because teacher-made test is different with standardized test.

¹⁸ Brown, H. D, *Language Assessment Principle...*, p. 22.

¹⁹ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara, 2005, p. 67.

²⁰ Brown, H. D, *Language Assessment Principle...*, p. 22.

²¹ Anas Sudijono, *Pengantar Evaluasi Pendidikan*, Jakarta: RajaGranfindo Persada, 2003, p.166.

²² Brown, H. D, *Language Assessment Principle...*, p. 25.

²³ Brown, H. D, *Language Assessment Principle...*, p. 24.

RESEARCH METHODOLOGY

1. Technique of Data Collection

Before analyzing the document, the rubric containing the points about the syllabus and lesson plan was applied as a guide to know and to locate the area of the English teacher made tests and to find out whether the question content made by the English teacher is relevant to both the syllabus and lesson plan.

2. Population and Sample

The population of this research was the final test sheet which was designed by the English teacher in the senior high school 1 Kutacane. The sample of research was focused on the main target of research namely the final test sheet of second grade in second semester which was constructed by the English teacher in the senior high school 1 Kutacane.

3. Technique of Data Analysis

The technique of collecting data as cited earlier was documentary concerning the test question sheet. Thus, the test questions sheet of the English teacher tests was analysed.

4. Research Location

The location of the research was at a senior high school 1 Kutacane (SMA Negeri 1 Kutacane). Precisely at Jl. Iskandar Muda No.2 Babel, Kutacane, Kabupaten Aceh Tenggara (the regency of south Eastern Aceh), Kecamatan Babussalam (Babussalam District). This Senior high school 1 Kutacane is one of the favorite high schools in Kutacane. The principal is Mr. Aliyas, S.Pd. The number of all teachers are sixty seven, including the headmaster.

There are four teachers who teach English at this school; namely, Mr. Abdul Rahman, S.Pd., Mrs. Rima Melati, SS., Mrs. Wahyuni Andika Fitri, S.Pd., and Nurul Maisarah, S.Pd. However, the researcher only analyzed one teacher, namely Mr. Abdul Rahman, S.Pd. There are some reasons why this was done because first he teaches English at a second year class that uses the K13 curriculum and has many students. In addition, he is one of the senior English teachers who has already had a lot of experiences in designing test questions. Thus, the researcher was interested in finding out the validity of his English test question design. Then, the sample of this study was the test questions sheet for second year students of senior high school who studied English in first year class and will study at the third year class. The number of all students in senior high school 1 Kutacane are 984 people consisting of 325 students for first year class, 330 students for second year class, and 329 students for third class.

DISCUSSION AND ANALYSIS OF STUDY

1. Finding of Content Analysis

Before describing about the research finding, it is necessary to mention the type of the questions of the test. There were two types of questions made by the teacher; namely, multiple choice item types and essay questions (subjective questions). The number of questions made by the teacher was twenty in multiple choice questions and five in essay questions. As seen in the following example.

- 1) Toni: I think our city is very hot at the moment.
Putri : I don't think so our city is much cooler than other cities in this country.
Complete the dialogue above
 - a. I know it
 - b. I'm thinking of
 - c. He forget it
 - d. In my opinion >
 - e. See you

- 2) choose the following sentences which expression of hope
 - a. I need a nice house
 - b. I would like to have a nice house
 - c. I wish I had a nice house >
 - d. I like a nice house
 - e. I will was my shoes

- 3) My father fixed the car yesterday
Passive voice is:
 - a. My father was fixed the car yesterday.
 - b. My father was being fixed the car yesterday.
 - c. The car was fix by my father yesterday.
 - d. The car was fixed by my father yesterday. >
 - e. The car was fixing by my father yesterday.

- 4) Somebody cleans the room every day
Passive voice is:
 - a. The room was clean by somebody every day.
 - b. The room is cleaned by somebody every day. >
 - c. The room is clean by somebody every day.
 - d. Somebody is cleaned the room every day.
 - e. Somebody was cleaning the room every day.

- 5) My mother makes some cakes.
Passive voice is _____

- 6) If I finish the assignment before Saturday, I.....(submit) it to my lecturer.²⁴

a. The analysis of the test

Based on the analysis it was found that **question 1 is Conditional Type I with pattern: Subject + Present Tense + Subject + Future Tense. question 2 conditional sentence type2**, contained in the teaching material taught. Type II with pattern: Subject + Past Tense + Subject + might / would / could.. It is valid or relevant to syllabus.**Question 3 is still conditional sentence type I and type II.. Question 4 and 5 contained in the text factual report.** The language used is relevant to students' ability level in reading and mentioned the syllabus. So, it is valid. **Question 6 and 7 asking about the behavior of the subject in the story.** This problem still exists in learning material and syllabus.. **Question 8 asking about the intent of the text.** So, it is valid. **Question 9 asks about cause and effect. Question 10 asks about the structure of the text. Question 11 inquires about linguistic elements used in the text. Question 12 is a question of text biography.** The question asks about the events that occur in the text. **Question 13 is about the main idea contained in the text. Question 14, 15 and 16 contained in learning materials and lesson plans. Question 17 and 18 is a question of first semester which is retested by an English teacher.** From the interview, the English teacher explained that in the first semester, many students had difficulty in answering the question of passive voice, so the English teacher repeated the passive voice question in the second semester test. From the form of questions made by the teacher, the question is eligible because there is in the learning materials that are taught.**Question 18 is a question of number nineteen is from the learning material of the first semester.** The reason why the teachers **passive voice. Question 19 repeat this question is that students remember the material taught in the first semester.**The **question 20 is a question from learning material of the first semester which is repeated by the English teacher.** The teacher repeats this question because he wants that students memorize the lessons that have been long studied. **The question 21 essay asks about what the song says.** In this problem there are points that ask about the elements of language how to present a song or retell the song in the read or sing. **The question 22 asks about the person's point of view on the song.** This question can test the students' ability to testine the behavior of people in the song. This problem can be said in accordance with the learning materials, which is about exemplary topics about behavior. **The question 23 of the essay is quite different from other questions.** Students are asked to fill in the answer in the form of conditional sentence. With this question, students can think further the right answer.**The question number 24 and 25 of the essay is a question that requires students to make sentences in the form of conditional sentence type I and type II.** This is a way to test the level of students' ability in making conditional sentences. This question can be said to be valid.

²⁴ Team teaching, *Test Questions Sheet*, SMAN 1 Kutacane, 2018.

Of the twenty-five questions tested, there are two invalid questions, namely Question 17 and 18. While other questions are valid because these are relevant to the syllabus. So the validity of the percentage of valid questions is as follows:

Number of questions	= 25
Number of valid questions	= 23
The number of invalid questions	= 2

$$\text{Percentage} = \frac{\text{Number of valid questions}}{\text{Number of questions}} \times 100\%$$

$$\text{Percentage} = \frac{23}{25} \times 100\% = 92\%$$

Thus, the number of valid questions on test questions made by senior high school English teacher high school 1 kutacane 92% is valid and 8% is invalid. The questions made by teacher has been tested and the validity rate is quite high 92%. This validity test is in accordance with the data analysis techniques designed in chapter III.

b Analysis of the Interview result

The researcher has interviewed the second-grade English teacher, namely Mr. AR, S.Pd. This interview aims to find out how the English teacher makes the questions at the end of the semester. The results of interviews conducted by the researcher to senior secondary school teacher of senior high school 1 kutacane on 5th May 2018 are as follows. The second grade English teacher, Mr. AR, explained that they had a team in making English test. The team members are all senior high school English 1 kutacane teachers, namely Mrs. RM, SS., Mrs. WAF, S.Pd., and NM, S.Pd. Mr. AR has been making second-class questions for the past two years because he is entrusted to teach second grade. Previously Mr. AR teaches the third grade. In making the second grade English test, Mr. AR took two weeks to complete. This is because Mr. AR and the team had to adjust the questions made with the curriculum used by the school. From an existing experience, Mr. AR and the team have understood the level of ability of students in answering questions, so they can predict the question to be test.

Usually the team of English question maker gives the grille question before it is tested. From the second-grade test, 80% of students passed the final test of the semester and 20% were remedial. From the results of a survey conducted by the team making the question, by 20% said that the tested questions were difficult to answer and 80% said the tested questions are easy to answer because they have been studied in the learning materials. The test questions made by senior English high school 1 kutacane teachers are also often tested by Musyawarah Guru Mata Pelajaran (MGMP) team. The trick is to match the questions made by the teacher at school with the curriculum used in the school. Then, the MGMP team advises the teacher to correct the test question if the test does not match the curriculum used by the school. Mr. AR explained that if the question is made invalid then the questions will be discussed to the MGMP team and replace it with a new question that is in accordance with the curriculum.

Based the interview, it is understood that the English test made by the teacher at the school is developed by the team of the English teacher. This can be inferred from what Mr. AR, S.Pd said

that the test should be tested and rechecked by the team teachers to discuss it in order to match the curriculum or syllabus.

1. Discussion

This section presents discussion based on the findings of this research. The discussions provided the answer of one research question that related with the English teacher made test. According to the technique of data analysis conducted by the researcher, the test made by the English teacher had already fulfilled the test validity. This can be said because the questions made by teachers is 92% in accordance with the curriculum and syllabus. It is also supported by the theory of validity; namely, content-related validity, construct-related validity, and criterion-related validity.

There are two invalid questions: these are due to the repetition of the first semester and not in accordance with the syllabus. These two questions should be replaced by questions appropriate to the curriculum and not many repetition of the problem as occurs in the data already collected by the researcher. This is very clearly said in chapter II. According to Anastasi & Urbina (1997), a well-constructed test measures every important aspect of a course, including the subject matter and the course objective, because a test measures only a sample of a domain, the degree to which the test items represent the content of the course is the key issue in content validity.

Then, the interview result obtained by the researcher shows that the second grade English teacher, Mr. AR, is careful enough in making test questions. He and his team tested the questions to be tested to fit the curriculum used by the school. The test questions to be tested are also tested by a team of question makers from all English teachers in the region. If the test is not in accordance with the curriculum, then Mr. AR will be willing to change the tested questions

It is also clear that the result of this finding shows to design the test for teaching-learning purposes, the teacher should have knowledge of language testing and design, master materials taught, understand the need of students, curriculum (syllabus), and institution, and always work with team teaching.

CONCLUSIONS

Based on the result and discussion, the conclusion is: English teacher of senior high school (SMAN 1) Kutacane has made a valid questions, The teacher makes the questions based on the curriculum used by the school. The prevalence rate and questions created by teachers is 92% and 8% is invalid. This proves that the English teacher of senior high school 1 Kutacane has made questions in accordance with the curriculum used by the school. The level of validity made by the teacher demonstrates the ability of teachers to make test questions. The 8% invalidis the repetition of the questions re-tested by the teacher to make students remember the lessons that have been studied in the last semester. It is suggested that further researchon language test be conducted by other researchers.

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