**CHAPTER I**

**INTRODUCTION**

There are five points discussed in this chapter. They are background, problem statement, objective, significance, and scope of the research. Each of them is explained one by one below.

1. **Background**

The successfulness in teaching English as a foreign language becomes the main target of English curriculum in Indonesia. There are some ways to do by teachers to reach it. Theyfind some appropriate methods, techniques and the correct ways to evaluate students’ understanding in teaching and learning process.

There are several steps are required in teaching and learning process. They are: considering the curriculum, determining the objective, analyzing students’ needs, and preparing materials. After that, the lesson plan should be designed before teaching in the classroom. The last important part is assessing students understanding by evaluating their knowledge after, while or before teaching and learning process. The last step will determine whether the teaching and learning process is successful or not.

In evaluating students’ successfulness in the classroom, a test should be conducted. As defined by Nitko (2001: 5) test is as an instrument or systematic procedure for observing and describing one or more characteristics of a student using either a numerical scale or a classification scheme. Nitko requires that students should be involved in such a test to measure their understanding by using numerical scale.

It is really important to know the appropriate procedure in constructing a language test in order to provide an appropriate test. Because of without the appropriate measurement, the purpose of the test would be failed. By an appropriate test, the achievement of English learning and teaching objectives can be measured by considering the competency mastery of the students in the classroom.

To know the appropriateness of a test, some considerations should be examined. They are: the information as the purpose of the test (validity), the characteristic of the examinees (difficulty), the accuracy of the measurement (reliability), the suitability of format and feature of the test (applicability), the nature of the scoring and reporting of scores (interpretability), the cost of the test procurement, administration and testing (economy), the procurement of the test (availability), and the power of the test (discrimanibility) (Jabu, 2008: 39).

Nowadays, the tests provided in the school are made by teachers. It is called teacher-made test. This test becomes an important part that should be considered in determining students last evaluation in every school grade. The tests are considered as tests that can measure students understanding appropriately. But the tests have some critical comments. Some researchers have claimed that the tests are not appropriate to use. So, the analysis of the tests should be conducted to prove the claim. As stated by Kubiszyn and Borich (2003: 1) that tests are only tools, and tools can be appropriately used, unintentionally misused, and unintentionally abused. As a tool, the test can be well or poorly design. It should be dangerous, if the test made in inappropriate way.

They also argued that the test, like the other tools, can be well designed or poorly designed and both poorly designed tools and well-designed tools in the hands of ill-trained or inexperienced users can be dangerous. So the analyzing of the test becomes an important part to do to show the quality of teacher-made test.

The other problems of teacher-made test according to Popham (2001:16) is a tendency where teachers are increasingly caught up on raising students’ scores. Most of teachers only concerned on passing the students standard score. They mostly do not care about students’ ability in mastery English lesson learned in the classroom. This reality happened in mostly schools in Indonesia.

Based on the backgrounds stated above, the researcher is going to analyze the teacher-made test provided at the Senior High School in Watampone. The researcher also is going to show the teachers’ level of appropriateness in constructing the tests.

It is very important for the teacher in particular an English teacher to know how to construct a good test. Constructing a good quality English test instrument, especially for multiple-choice test, is definitely not easy. A trial run must be applied on the freshly designed test before the instrument used. Therefore, the analysis will always be needed to evolve the quality of the English test. To review and revise the English tests instrument that mostly designed and used by the teachers as stated above, the researcher is interested to conduct a research under the title “*The Analysis of the Quality of English Teacher-Made Final Test for the Senior High School Students in Watampone*.”

1. **Problem Statement**

Considering the background above, the researcher states the research questions as:

1. What is the quality of the teacher-made final tests for Senior High School students in Watampone? Are they valid and reliable? Do they have proportional difficulty level, discrimination index, and distractor power?
2. How do the teachers of Senior High School in Watamponeconstruct the final test for the students?
3. **Objective of the Research**

The objectives of the research in line with the research problems noted previously are to find out:

1. The quality of the teacher-made final tests for Senior High School in Watampone, whether or not the tests are valid and reliable, have proportional difficulty level, discrimination index, and distractor power or analysis.
2. The proceduresin constructing teacher-made final test for theSenior High School students in Watampone.
3. **Significance of the Research**

The significance of the research can be achieved if the objective of the research is fulfilled. The researcher expects that the research can serve a brief description about Senior High School English teacher-made tests in Watampone. Hopefully this research can be a reference in improving the quality of the teacher made tests.This research is also expected to give a useful contribution for the English teachers and others in constructing test items based on the appropriateness procedures.

1. **Scope of the Research**

In this research, teacher made test is defined as a test that is constructed by the teacher himself or herself to determine students’ knowledge about certain materials. This research is limited on the analysis of multiple choice format of public Senior High School English teacher-made tests for school examination test in Watampone namely the quality of the English teacher-made multiple choice tests, whether or not the tests are valid and reliable, have proportional difficulty levels, high discrimination indexes, and powerful distractors,and the procedures done bythe public Senior High School teachers in Watampone in constructing the test. The tests used as subject of this research are school examination tests that were conducted at first semester 2014/2015 academic year. Final examination test is used as subject because the teachers in Watampone construct their own test in school examination test especially for the eleventh grade students.