

**THE STUDY ON TEACHERS' ABILITY IN USING ITEM ANALYSIS
ON READING TEST AT ELEVENTH GRADE
SMA MUHAMMADIYAH TEMBILAHAN**

Aniswati¹, Edi Ardian², Maizarah³

English Study Program Universitas Islam Indragiri- Tembilahan Riau^{1,2,3}

Email: watia8150@gmail.com¹, ediardian897@gmail.com², Maizarah09@.com³.

ABSTRACT

This study aims to describe the Items Analysis of the Reading Test Assessment Questions in Class IX SMA Muhammadiyah. This research is quantitative descriptive. Subject in This research is class IX students, totaling 16 students. Data collection techniques using the test method. The data were analyzed using the Excel program. The results of this study indicate that; There are 20 multiple choice questions the results are as follows: (1) In terms category of the level of difficulty, 11 items are found in the Hard category, 6 items in the medium category, 3 items in the easy category, (2) In terms category the category Discrimination power, there are 0 items that have very poor discriminatory power, 11 items have poor discriminatory power, 8 items have satisfactory discriminatory power, 1 item has good distinguishing power, and 0 items have good power excellent differentiator (3) In terms of the effectiveness of the distractor who chooses option A total of 17 items were accepted and 3 items were rejected, who chose option B as many as 19 items were accepted and 1 item was rejected, who chose option C as many as 19 items were accepted and 1 item was rejected, who chose option D as many as 18 items were accepted and 2 items were rejected, and those who chose option E were 17 items accepted and 3 items were rejected.

Key words: *Reading Test, Items Analysis.*

INTRODUCTION

Evaluation is one of the important aspects in teaching and learning process activities. In the field of education, evaluation has an important role, because show the results of the learning program. Information obtained through evaluation will be very useful for in the future. In formal education system, the teacher is one of the most important figures in responsible for the learning process whether it is successful or not. This is because the teacher has an important role in shaping the intelligence of society in educational environment. In the teaching process, a teacher must evaluate student progress towards mastery of the lessons that have been taught.

The results of the evaluation will provide information about the quality of teachers and student abilities. Therefore, a formal assessment is needed to test students'

abilities. To find out students' understanding of the material that has been being taught, usually the teacher gives several questions to students, namely a test. Like a multiple choice test. The teacher who makes the test must know the principles and the steps that must be taken done in making a good test. Test is a way to measure one's ability in knowledge (Brown, *Language Assessment Principle and Classroom Practice*, 2003 :2). The test is a formal and systematic procedure for Gather information. (Airasian, 2008:2). To acknowledge whether the test has accomplished the standards of a good test, the teacher should evaluate the quality of the test item. The investigation that teacher did in order to know the quality of each item test is called item analysis.

Item analysis is a systematic procedure designed to obtain information about each test item. Evroro(2015: 18-19). It is designed primarily for use with objective tests (especially multiple choice items). Item analysis is used to determine the quality of the items that are very good, good, moderate, not good and not good. The results of item analysis are also used to identify which items can be stored in the question bank so that they can be reused, items that must be revised, and items that must be discarded. So, teachers must be able to make good tests, by analyzing them first. in accordance with competency standards, basic competencies, indicators and learning objectives as well as analysis with the Level of Difficulty and Distinguishing Power. The analysis carried out with the Difficulty Level will see the quality of the questions with the criteria of being difficult, medium or easy. The level of difficulty with the criteria of being difficult or easy will make it difficult for most students or make it easier for students to work on the questions. Impact on the evaluation results are not good.

English consists of several skills. There are four components of English skills, namely listening, speaking, reading, and writing. Reading is one language skills that must be mastered by students. The teaching of reading is very important because it helps students to have more skills in understanding English text content. Reading can basically be defined as a process of becoming important and meaningful information from written language. Reading as one of the basic language skills has an important role in broaden one's knowledge to access information and make meaning. In learning English, reading skills make an important contribution. Fiharsono (2005: 2) states students can get inputs for developing listening, speaking, and writing skills through

reading. They can get knowledge about speaking expressions, writing techniques, or deep comprehension in listening through printed texts.

Further, basic grammar and vocabulary may be introduced through reading. Brown (2004: 2) supports it by saying that reading is the most essential thing skill for success in all educational contexts. Most subjects require students to read many books to master the subjects. By reading, students acquire more information and knowledge, in addition to what they learn from their teachers to master the subjects. Concerning the contribution of reading skills which is elaborated above, that is a fact that reading is an important skill at school. Students' understanding to what they read requires critical attention. This attention can be done out by conducting a test to measure reading skills. Furthermore, Harris (1969: 2) discovers that there is always the same general type of reading tests. The test consists of short passages of varying styles and contents. Brown (2004: 2) also states the same argument that 'read a passage and answer some questions' technique is the oldest and the most common reading test. In many reading tests, each passage is followed by a series of multiple choices of comprehension items, short answer, matching words, or long answer, etc

Based on the explanation above, the researcher is interested in conducting or having a research which focuses on "The Study on Teachers' Ability in Using Item Analysis on Reading Test at Eleventh Grade of SMA Muhammadiyah Tembilahan.

LITERATURE REVIEW

Reading Test

Reading is one of the four language skills (listening, speaking, reading, and writing) is important for every individual to learn and master, and reading is a way to get information from something written. Nuriati, et al (2015: 1), states that "Reading is one way of communicating in writing, reading is not only to get information but needs understanding and understanding to get some points from the text".

Reading is an important skill that has an important contribution to successful language learning. Reading can be considered as a way of drawing information from the text and form interpretations of that information. main The purpose of reading is understanding. Heilman, et al (2005: 4), argue that "Reading is interacting with

language that has been coded into print. Product interacting with printed language must be understanding”.

Reading is important for students both to develop their knowledge. Reading can be thought as a way to draw information from the text, and the main purpose of reading is comprehension. comprehension is the most important in reading. Since comprehension of the text is the ultimate goal in reading. Understanding comprehension processes is crucial to the study of reading.

From the statement above, the writer concludes that reading comprehension is to understand a written text containing information to find what he or she wants to know and get the information of what he or she needs. It can also be concluded that reading is the first step for someone to get the meaning of the text, while the second step is comprehension, which requires more effort of the reader to interpret and get deeper understanding.

Item Analysis

Item analysis is a technique used to know the effectiveness of a test. Item analysis is a systematic procedure designed to obtain specific information about each test item. (Evroro, 2015: 18-19). It is designed primarily for use with objective tests (especially some choice items).

In fact, most of the teacher only gives students a test to assess rather than analyze it test items given. In this case the teacher only knows student scores than students' ability to answer questions even students have difficulty in answering questions. Anas Sudijona (2011: 371) said that analysis is the identification process of some items about to do to get feedback good repairment and revision about it.

Item analysis is a process check student responses for each test questions are carried out to measure quality test items. This is an inspection process and analyze the quality of each item with sorting the good stuff from the weak one and revise it for the better which. Nana sudjana (2011: 135), “item analysis is aims to obtain good quality of question, the teacher will get description about the real achieve learning of student.”

Item analysis is a process evaluate the quality of test items done to sort out good items from weak and fix to improve their quality for future use. Item analysis is a process check student responses for each test questions are carried out to measure

quality test items. This is a checking process and analyze the quality of each item with sorting the good stuff from the weak one and revise it for the better which.

Item Analysis is relate to the several items of statistical analysis in analyzing characteristics and features of a test. They consist of level of difficulty, discrimination power, and distractors.

For the above, it can be concluded that the item analysis is item identification activities to determine students' abilities by way of improvement the quality of the tests to be compiled. Item analysis can be divided into three types, level of difficulty, of discrimination, and distractor.

RESEARCH METHOD

This research is carry out by using descriptive quantitative, According to Suharsimi Arikunto (2013: 3) that: "Descriptive research is research that intended to investigate circumstances, conditions or other things that have mentioned, the results of which are presented in the form of a research report. According to Fenti Hikmawati (2017:92) quantitative research methods are data analysis with quantitative descriptive analysis techniques, basically changing the research data in the form of descriptive numbers that are easy to understand, For example, in the form of a percentage.

Based on this theory, quantitative descriptive research is data obtained from a sample of the research population which is analyzed according to the statistical method used. Descriptive research in suitable for this study because it describes teachers' ability in using item analysis on reading.

Table 1. The criteria level of difficulty

Difficulty Level	Classification
0, 00-0, 30	Hard Category
0, 31- 0,70	Medium Category
0, 71-1, 00	Easy Category

(Arikunto S. , 2012: 225)

To test the form of an objective in calculating the discrimination power, can be done by using the following formula:

$$D = \frac{BA}{JA} - \frac{BB}{JB} = PA - PB$$

Notes:

D = discrimination power

BA = number of participants in upper group who answered questions correctly.

BB = Number of participants in lower group who answered questions incorrectly

JA = Number of participants in upper group

JB = Number of participants in lower group

PA - $\frac{BA}{JA}$ = proportion of participants in upper group who answered questions correctly.

PB - $\frac{BB}{B}$ = Proportion of participants in lower group who answered questions correctly.

Table 2. The classifications of discrimination index

Discrimination index	Classification
-1,00	Very Poor
0,00 - 0,20	Poor
0,21 – 0, 40	Satisfactory
0, 41 – 0, 71	Good
0, 71 – 1, 00	Excellent

(Arikunto S. , 2012:232)

To test the form of an objective in calculating the distractor, can be done by using the following formula:

$$IP = \frac{P}{N - B} \times 100\%$$

$$\frac{1}{n - 1}$$

Notes:

IP = Distractor index

P = Number of participants that choice distractor

N = Number of total participants

B = Number of participants correct answer

n = Total options

The classification of distractor in English Examination level based on the index is below:

Table 3. The classifications of distractor

Distractor index	Classification
76%-125%	Very Good
51%-75% or 126%-150%	Good
26%-50% or 151%-175%	Not Good
0%-25% or 176%-200%	Bad
>200%	Very bad

(Arikunto, 2012: 238)

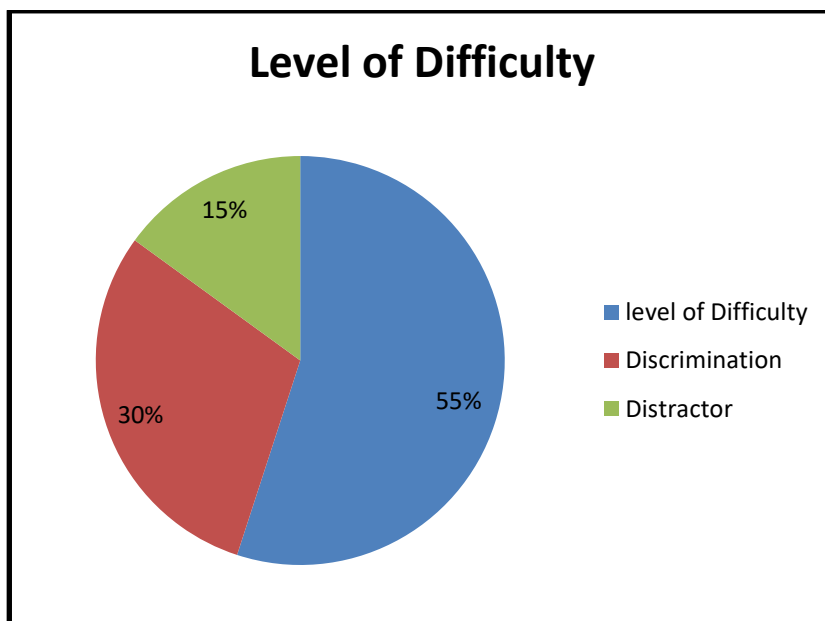
FINDINGS AND CONCLUSION

1. The Result of The Level of Difficulty

Table 4. The Result of The Level of Difficulty

Classification of Level of Difficulty	Total students
Hard	11
Medium	6
Easy	3

Based on the results of the analysis of the reading test question english subjects from 20 items that are include hard 11 items (55%) it is in the questions item (1,6,8,10,12,13,15,16,17,18,20), include medium 6 items (30%) it is in the questions item (2,3,7,9,11,14), and include easy 3 (15%) items it is in the questions item (4,5,9).

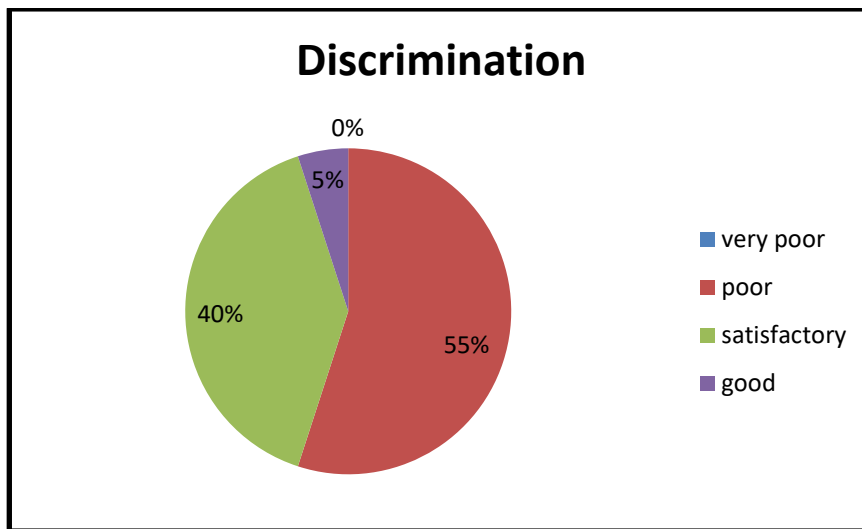


2. The Result of Discrimination Power

Table 5. The Result of Discrimination Power

Classification of Discrimination Power	Total Students
Very poor	0
Poor	11
Satisfactory	8
Good	1
Excellent	0

Based on the results of the analysis of reading test questions for even semester english subjects from 20 items that are classified as very poor 0 items (0%) it is in the questions item, poor there are 11 items (55%) it is in the questions item (1,2,3,4,5,6,7,8,9,10,13), satisfactory there are 8 items (40%) it is in the questions item (11,12,14,15,16,17,18,19), good there are 1 items (5%) it is in the questions item (20), and excellent there are 0 items (0%).

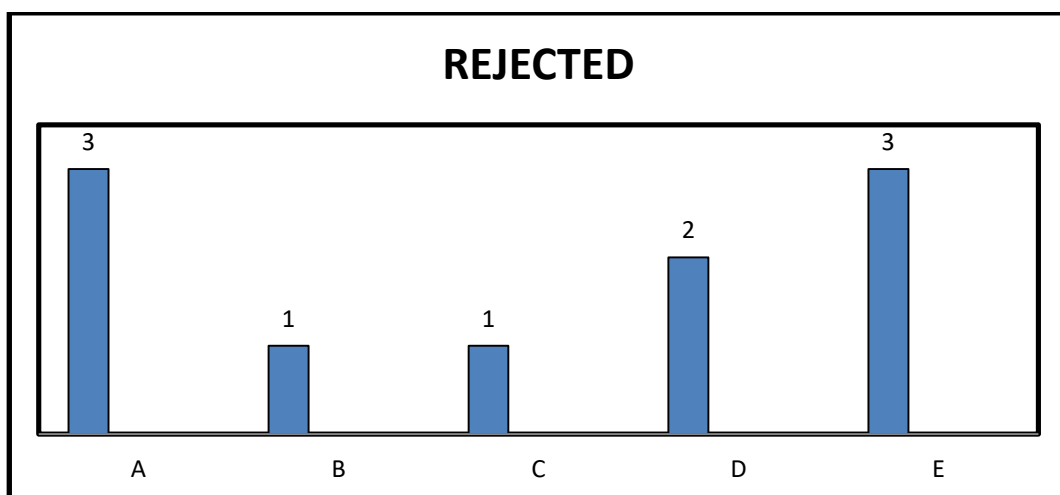
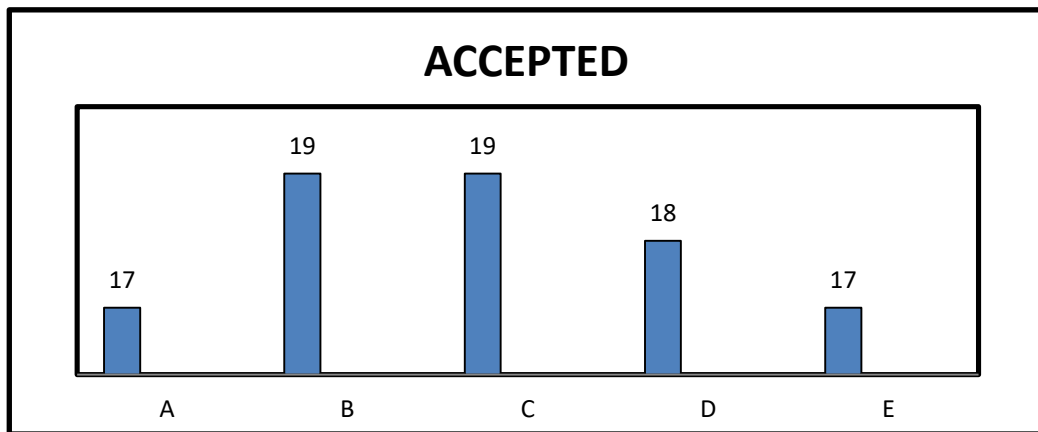


3. The Result of Distractor

Table 6. The Result of Distractor

Distractor	Accepted	Rejected
A	17	3
B	19	1
C	19	1
D	18	2
E	17	3

Based on the results of the analysis of the reading test questions english subjects of the 20 items that choose option A 17 accepted it is in the questions item (3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20), 3 rejected it is in the questions item (1, 2, and 9), option B 19 accepted it is in the questions item (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, and 20), 1 rejected it is in the questions item (18), option C 19 accepted it is in the questions item (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, and 20), 1 rejected it is in the questions item 18) , option D 18 accepted it is in the questions item (1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, and 19,), 2 rejected it is in the questions item (8,20) and option E 17 accepted it is in the questions item (1, 3, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, and 20), 3 rejected it is in the questions item (2, 4, and 11).



REFERENCES

- Airasian, P. W. (2008). Classroom assessment. In M. K. Russel. New York: McGrawHill.
- Ariani, D. (2020). *The Item Analysis In Reading Test On Junior High School 4 Pekanbaru. Skripsi.* UIN Suska Riau. Retrived from <https://repository.uin-suska.ac.id/25584/>
- Arifin, HR. (2009). *An Analysis of The Test Items Of English Final Examination for The Sixth Year Students of Elementary School in South Semarang Regency in The Academic Year of 2007/2008. Skripsi.* Universitas Negeri Semarang. Retrived from <http://lib.unnes.ac.id/118/1/6089.pdf>
- Arifin, Zainal. (2016). Evaluasi Pembelajaran. Bandung: Remaja Rosdakarya.
- Arifin, Zainal. (2012). Penelitian Pendidikan. Bandung: Remaja Rosdakarya.
- Arikunto Suharsimi. (2012). Dasar- dasar evaluasi pendidikan (2 ed.). Jakarta: Bumi Aksara.
- Brown, H. D. (2004). Language Assessment: Principles and Classroom Practices. New York: Pearson Education, Inc.
- Danuwijaya, AA. (2018). Item Analysis of Reading Comprehension Test For Post-Graduate Students. *Journal of English Education*, Volume (7), Issue (1), p-ISSN 2301-7554, e-ISSN 2541-3643. Retrived from <https://pdfs.semanticscholar.org/25f3/e4b856a9e86519cc58953fd3cfa0475d3694.pdf>
- Nuriati, et al. (2015). Improving Students' Reading Comprehension by Using Buzz Group Technique. *E-Jornal of English Language Teaching Society (ELTS)*. 3.1-10.
- Evroro, E. S. (2015). Item analysis of test of number operations. *Asian Journal of Educational Research*, 18-19.
- Fiharsono, A. (2005). *An Analysis of the Use of Multiple-Choice Items of Reading Test in UAN for Students of SMP.* Yogyakarta: Sanata Dharma University.
- Grabe, W. (2009). *Reading in a Second Language (Moving from Theory to Practice)*. New York: Cambridge University Press.
- Gronlund, Norman E. (1982). *Constructing Achievement Test.* New Jersey: Prentice- Hall. Inc. University of Illinois.

- Hartati, N., & Yogi, H. P.S. (2019). Item Analysis for a Better Quality Test. English Language in Focus (ELIF), volume 2, nomor (1), 59–70. Retrived from <https://jurnal.umj.ac.id/index.php/ELIF/article/view/4541>
- Harris, D.P. (1969). Testing English as a Second Language. USA: McGraw-Hill.
- Hayati, U. (2012). *Teknik Penilaian Reading Skill Dalam Meningkatkan Keterampilan Siswa di Kelas*. Skripsi. Universitas Muhammadiyah Makassar. Retrived from http://www.academia.edu/32294251/teknik_penilaianreading_skill_dalam_meningkatkan_keterampilan_siswa_di_kelas
- Heaton, J. B. (1975) Writing English Language Test. London: Longman.
- Heilman. (2005). Principles and Practices of Teaching Reading. United States of America. A bell & Howell Company.
- Hikmawati, Fenti. (2020). Metode Penelitian. Depok. Rajawali Pers.
- Indrawati, SN. (2015). *Analisis Butir Soal Ujian Akhir Semester Gasal Mata Pelajaran Pengantar Akuntansi dan Keuangan Kelas X Akuntansi Di Smk Negeri 1 Tempel Tahun Ajaran 2014/2015*. Skripsi. Universitas negeri yogyakarta. Retrived from <http://eprints.uny.ac.id/17545/>
- Jannah, R dkk. (2021). An item analysis on multiple-choice questions: a case of a junior high school English try-out test in Indonesia. Volume (15) nomor (1), 9-17. Retrived from <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/57781/1/An%20item%20analysis%20on%20multiple-choice%20questions-%20a%20case%20of%20a%20junior%20high%20school%20English%20try-out%20test%20in%20Indonesia.pdf>
- Kadir, AN. (2019). *Improving Students Reading Comprehension Through Q Space Strategy (Question, Silence, Probe, Accept, Clarify, And Elaborate)*. A Thesis. Universitas Muhammadiyah Makassar. Retrived from https://digilibadmin.unismuh.ac.id/upload/10535-Full_Text.pdf
- Manalu, D. (2019). An Analysis Of Students Reading Final Examination By Using Item Analysis Program On Eleventh Grade Of SmaNegeri 8 Medan. Journal Of English Teaching & Applied Linguistics. Volume (1) Nomor (1), 13-19. Retrived from <https://jurnal.uhn.ac.id/index.php/jetal/article/view/98>
- Maggio. (2010). How to improve Reading Aloud. Retrieved from http://www.ehow.com/how_7538027_improve-reading-aloud.html. Access On May 02nd 2019.
- Merina, HD. (2009). *Analyzing The Multiple-Choice Items Of The Reading Test In Senior High Schoolnational Examination*. Skripsi. Universitas Yogyakarta. Retrived from https://repository.usd.ac.id/6181/2/041214086_Full.pdf

- Nasution, M. (2019). *Improving Students' Reading Comprehension of Descriptive Text By Using Rainbow Card In Feedback Strategy*. Skripsi. Universitas Muhammadiyah Sumatera Utara Medan. Retrieved from <http://repository.umsu.ac.id/xmlui/handle/123456789/3192>
- Nirwana, A. (2017). *Improving Students' Reading Ability Through Reciprocal Teaching Method*. Skripsi. Universitas Muhammadiyah Makassar. Retrieved from https://digilibadmin.unismuh.ac.id/upload/1139-Full_Text.pdf
- Nurainun. (2017). *Improving The Students' Reading Comprehension in Narrative Text By Using Concept Oriented Reading Instruction At Grade Viii Private Islamic Junior High School Ali Imron Medan*. Skripsi. Universitas Sumatera Utara Medan. Retrieved from <http://repository.uinsu.ac.id/2578/>
- Nurbaeti, ES. (2019). *Item analysis of english national examination for junior high school (a case of smpn 1 sempor in the academic year 2017/2018)*. Skripsi .universitasnegerisemarang. Retrived from http://lib.unnes.ac.id/34143/1/2201414011_Optimized.pdf
- Nuttal, C. (1987:84). *Teaching Reading Skill in a Foreign Language*.Retrieved from London: Heinemann Educational Book.
- Rupley.(2005). *Principles and Practices of Teaching Reading*. United States of America. A bell & Howell Company.
- Rusmiana, FD. (2015). *The test item analysis 1st semester final test of thr accounting theory for vocational education: case study of smkypkk 1 sleman academic year of 2014/2015*.Skripsi. Universitasnegeriyogyakarta.Retrieved from http://eprints.uny.ac.id/15530/1/Undergraduate%20Thesis_Rev.setelah%20ujian-full.pdf
- Rustan. (2010). *Improving the Students Reading Comprehension Through Random Text Strategy at the Second Year Students of MtsGuppiMajene*. Makassar: UIN Samata.
- Ruston. (2006). *Kontribusi Strategi Membaca dan Penguasaan Kosa Kata Terhadap Kemampuan Memahami Alinea Bahasa Inggris Siswa Kelas II SMP Negeri 1 Ranah Batahan Kabupaten Pasaman Barat*. Tesis. Padang: PPs Universitan Negeri Padang.
- Saswati.R. (2021). *Item Analysis of Reading Comprehension Test: A Study of Test Scores Interpretation*. *Journal of English Language Teaching*. Volume (6) Nomor (1), 42-49. Retrieved from <https://journal.lppmunindra.ac.id/index.php/SCOPE/article/view/7675>
- Setyawarno, D. (2016). *Use of Application of Software Iteman (Item and Test Analysis) to Analysis of Multiple Choice Item Based upon Classical Test Theory*. Skripsi. Universitas Negeri Yogyakarta. Retrieved from

<https://docplayer.info/190103225-Analisis-kualitas-soal-ujian-statistika-menggunakan-classical-test-theory-dan-rasch-model.html>

Subekti, A. (2014). *The Effectiveness of Using Pictures in Teaching Reading of Procedure Text. Skripsi.* Universitas Islam Jakarta. Retrieved from <https://repository.uinjkt.ac.id/dspace/handle/123456789/24486>

Sudjana, Nana. (2013). *Penilaian Hasil Proses Belajar Mengajar.* Bandung: RemajaRosdakarya.

Sudijono, Anas. (2011). *Pengantar Evaluasi Pendidikan.* Jakarta: Raja Grafindo Persada.

Tamara, V. (2010:1). *Read-Aloud Directions* eHow .com. Retrieved from http://www.ehow.com/how_7574910_read_aloud_direction. Access On May 02nd 2019.

Tinambuan. (1988). *Evaluation of Student Achievement.* Jakarta: Depdikbud.

Tikaningsih, S. (2020). *Improving Students' Reading Comprehension By Using Picture. Skripsi.* Universitas Muhammadiyah Makassar. Retrieved from https://digilibadmin.unismuh.ac.id/upload/10724-Full_Text.pdf