

ASSESSING THE SUITABILITY OF THE CONTENT AND CONSTRUCT OF THE END-OF-SEMESTER EXAMS FOR ENGLISH CLASS VII MTS PUTRA-PUTRI SIMO ACCORDING TO THE 2013 CURRICULUM

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Abstrak: Penelitian ini berfokus pada analisis soal tes pilihan ganda yang mengukur berpikir kritis dan tes pengetahuan prosedural materi tata bahasa untuk mata kuliah pengantar (pemula) bahasa Inggris. Analisis sampel meliputi: (1) kesukaran butir soal, (2) perbedaan butir soal, (3) validitas butir soal, dan (4) reliabilitas butir soal. Untuk mengukur tingkat kesulitan digunakan rumus perbandingan jumlah responden yang menjawab benar versus jumlah responden yang menjawab salah. Uji product moment Pearson digunakan untuk mengukur validitas dan keunikan item. Uji Cronbach alpha kemudian digunakan untuk mengetahui reliabilitas tes. Hasil tes kesukaran mengelompokkan soal tes ke dalam kategori "mudah", "sedang", dan "sulit". Hasil uji kinerja diferensial mengklasifikasikan kandidat ke dalam kategori "baik" dan "sangat baik". Uji validitas membuktikan bahwa seluruh butir tes valid. Uji reliabilitas menunjukkan bahwa tes yang direncanakan dapat diandalkan. Oleh karena itu, soal tes yang dirancang tidak perlu diperbaiki dan dapat digunakan untuk mengukur kemampuan berpikir kritis dan tata bahasa prosedural.

Kata Kunci: Keterampilan berpikir kritis, pengetahuan prosedural, analisis item, angket, bahasa Inggris

Abstract: This study focuses on the analysis of multiple choice test questions that measure critical thinking and tests of procedural knowledge of grammar material for introductory (beginner) English courses. Sample analysis includes: (1) item difficulty, (2) item differentiation, (3) item validity, and (4) item reliability. To measure the difficulty, a comparison formula is used for the number of respondents who answered correctly versus the number of respondents who answered incorrectly. The Pearson product-moment test is used to measure the validity and uniqueness of the item. The Cronbach alpha test is then used to determine the reliability of the test. The results of the difficulty test classify the test items into "easy", "moderate", and "difficult" categories. The results of the differential performance test classify the candidates into the "good" and "excellent" categories. The validity test proves that all test items are valid. The reliability test shows that the planned test is reliable. Therefore, the designed test items do not need to be fixed and can be used to measure critical thinking skills and procedural grammar.

Keywords: Critical thinking skills, procedural knowledge, item analysis, questionnaire, English

INTRODUCTION

Learning is a process which is characterized by a change in the individual self study. According to Slameto (2010:2) in his book, says that learning is "a process of effort that is done by someone to obtain a change in behavior new behavior as a whole, as a result of his own experience in interaction with the environment". Based on the definition above, it can be interpreted that learning is a process of changing behavior that is carried out consciously and relatively fixed and occurs as a result of experience or practice, which can be improved, one's ability to solve problems in life. Learning English has been felt by every student from an early age and can improve thinking skills critical, logical, and problem-solving skills in participants educate.

The success of the learning process can be influenced by some factors. Factors that can affect the learning process divided into two, namely factors internal and

external factors. Factor Internal factors can be physiological factors namely tonus or bodily function; And psychological factors such as intelligence, motivation, interest, attitude and talent. While internal factors can such as family, school, society, non-natural environment and instrumental factors. Factor instrumental in this case can be in the form of facilities and learning tools. According to Sanjaya (2011:13-14)

"Learning is a complex system that Its success can be seen in two ways aspects namely product aspects and aspects process. learning success from a product standpoint student success regarding outcomes Related to the description above, the researcher will analyze the items on the English class exam questions VII odd semester of the 2013 curriculum, so researchers will do research entitled "Analysis Quality of Final Examination Items Semester English Subject class VII MTS Putra-Putri Simo Curriculum 2013 ”.

METHOD

This type of research is descriptive research, with quantitative approach because this research was conducted to determine the quality of exam questions English Class VII MTS Putra-Putri Simo Curriculum 2013 academic year 2022/2023, especially through difficulty levels and distinguishing power. Technique data collection is a way that can be used by researchers to collect data (Arikunto, 2007:100). Data collection technique used in this study is to spread the sheet question assessment to get research data.

RESULT

The results of this study were obtained from the results of the assessment sheets of student exam questions which the researcher had calculated using the formula to calculate the student's difficulty level. Based on the assessment sheet, the results of the assessment of questions that have different levels of difficulty are obtained. Then given an assessment for the level of difficult questions on multiple choice questions, each assessment has a different level of difficulty, starting from very easy to very difficult then just analyze which number of questions are included in the question category then the final result will be obtained

1. Problem Difficulty Level

Results Analysis byThe total shows 16 questions at number 2,3,4,5,6,7,8,9,10,11,12,13,15,16,17,20 or 70% of the totalAll questions are included in the category easy questions and 4 items on number 1,14,18,19 or 30% of the total questions included in the medium category.

2. Power Different Questions

Analysis of the differential power of the end of semester exams for English class VII MTs was obtained that the problem has easy criteria with a percentage of 70% of students considering the questions easy and 30% of other students considering the level of difficulty to be moderate.

Based on the results of the analysis of differential power questions, multiple choice questions on even semester end exam questions English lessons for class VII Mts Putra-Putri Simo are relatively easy with a percentage of 1. 64% of 20 items exam questions belong to the easy category.

DISCUSSION

The 2013 curriculum is the educational curriculum currently implemented in Indonesia. This curriculum adopts a learner-centred approach, with the aim of developing their holistic competencies. In the context of English education, assessment is an important aspect in ensuring the success of learning. In this discussion, we will analyze the assessment of English language items at the Madrasah Tsanawiyah (MTs) level using the 2013 Curriculum as a reference.

Use of the 2013 Curriculum in English Language Assessment in MTs: Competency-Based Approach: The 2013 curriculum emphasizes developing students' competence in English. Therefore, the assessment of the items must refer to the competencies students are expected to achieve, such as the ability to listen, speak, read, and write.

Integrated Learning: The 2013 curriculum encourages integration between the various components of English. The assessment of the item items must reflect the student's ability to integrate aspects of English such as vocabulary, grammar, and the context of everyday life.

Figure 1. Title of the figure

NAMA SISWA	NOMOR BUTIR SOAL																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
fitrotul	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1
maulidah	0	0	0	0	0	0	0	1	1	1	1	1	1	0	1	1	1	0	1	1
loli	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1
friska	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1
ahvina	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1
tiara	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0
nova	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1
gailza	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1
windah	1	1	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	0	1	1
alice	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1
fitrotul	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1
jumlah	7	8	9	9	7	9	9	8	8	8	10	9	9	6	8	10	9	5	7	9

BUTIR SOAL	INDEKS		TINGKAT KESUKARAN TES									
1	0,7	sedang	Pp= 1,64, Jadi secara keseluruhan tingkat kesukaran soal (perangkat tes) adalah 1,64 (kategori mudah)									
2	0,8	mudah										
3	0,9	mudah										
4	0,9	mudah										
5	0,7	mudah										
6	0,9	mudah										
7	0,9	mudah										
8	0,8	mudah										
9	0,8	mudah										
10	0,8	mudah										
11	1	mudah										
12	0,9	mudah										
13	0,9	mudah										
14	0,6	sedang										
15	0,8	mudah										
16	1	mudah										
17	0,9	mudah										
18	0,5	sedang										
19	0,7	sedang										
20	0,9	mudah										

CONCLUSION

Based on the results of research that has been carried out through the distribution of assessment sheets to MTs Putra Putri Simo students by analyzing quality final semester exam questions English lessons obtained:

1. For the level of difficulty
get 70% category results
Easy and 30% medium question category And the average exam questions have easy and medium difficulty levels.
2. For different power to get results
70% category questions easy and
30% medium question category. Exam questions have different levels of difficulty as well as students' abilities are also different 70% of students consider the questions in the easy category because they can understand the questions well than the other 30% of students.

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