

# AN EVALUATION ON THE 1989 - 1990 ENGLISH UUB ITEMS FOR THE THIRD YEAR SENIOR HIGH SCHOOL STUDENTS IN SURABAYA

## A THESIS

In Partial Fulfilment of the Requirements for  
the Sarjana Pendidikan Degree in  
English Language Teaching



by

**SETIAWATI RAHARDJA**

IG 1213083069

No. BUKU	1063/93
TGL. PERIMA	31-3-1992
PELAKU HADIAH	Setiawati Rahardja
No. BUKU	FK-19 Rah. e-1
KOPI KE	1 (SATU)

UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
JURUSAN PENDIDIKAN BAHASA DAN SENI  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

AUGUST, 1991

## APPROVAL SHEET

This thesis entitled " AN EVALUATION ON THE 1989-1990 ENGLISH UUB ITEMS FOR THE THIRD YEAR SENIOR HIGH SCHOOL STUDENTS IN SURABAYA" and prepared and submitted by Setiawati Rahardja has been approved and accepted as partial fulfilment of the requirements for the Sarjana Pendidikan degree in English Language Teaching by the following advisors.



DR. Wuri Soedjatmiko

First Advisor



Dra. Tjahjaning Tingastuti

Second Advisor

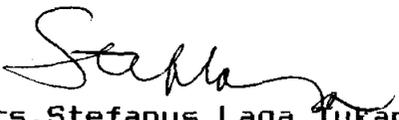
# APPROVAL SHEET

This thesis has been examined by the committee on Oral Examination with a grade of \_\_\_\_\_ on august ,1991.



Drs. A. Ngadiman

chairman



Drs. Stefanus Laga Tukan

member



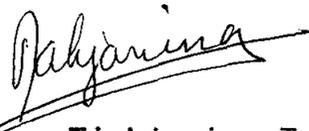
Drs. Hendra S

member



DR. Wuri Soedjatmiko

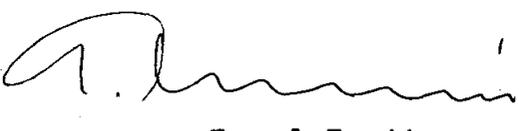
member



Dra. Tjahjaning.T

member

Approved by



Drs. A. Gurito

Dean of  
The teacher training college



Drs. Stefanus Laga Tukan

Head of  
The English Department

## THESIS ABSTRACT

**TITLE** : AN EVALUATION ON THE 1989-1990 ENGLISH UUB  
ITEMS FOR THE THIRD YEAR SENIOR HIGH SCHOOL  
STUDENTS IN SURABAYA.

**Researcher** : Setiawati Rahadja

**Advisors** : DR. Wuri Soedjatmiko M.Pd  
Dra. Tjahjaning Tingastuti

**School** : Universitas Katolik Widya Mandala Surabaya

**Year** : 1991

**Subject Area:** A study to analyse the items of the  
English UUB through the Index of Item  
Difficulty, Item Discriminating Power and  
the effectiveness of distractors

Throughout the school year, test has been an integral part of classroom activities. It has been directed to make judgements about the student's progress toward prescribed goals & objectives and the effectiveness of activities to facilitate students' learning. Because of those reasons both teaching and testing are so closely related that it is impossible for teachers to work in either field without being concerned with the other.

Based on the test-maker point of view, there are two kinds of tests: teacher-made tests and standardized tests. Standardized tests are tests which are prepared by

professional testing services to assist institutions in the selection, placement and evaluation of students, like UUB test. While teacher-made tests are tests which are prepared, administered and scored by one teacher.

The English summative test is one of the teacher-made tests in the high schools. While in 1988-1990 the summative test was replaced by the UUB which belonged to the standardized tests. The English UUB was used as standard and was based on the syllabus at the High school. To be considered as a measure of the extent of the students' achievement in the English subject at the Senior High School, it should fulfil the criteria of a good test. To be considered as a good test, it should fulfil many requirements; some of them are the criteria of level of difficulty, discriminating power and the effectiveness of the distractors

Thus, the purpose of this study - which is entitled AN EVALUATION ON THE 1989-1990 ENGLISH UUB ITEMS FOR THE THIRD YEAR SENIOR HIGH SCHOOL STUDENTS IN SURABAYA-is to know whether the test items of the 1989-1990 UUB could be considered as good items from the point of view of their level of difficulty, discriminating power and the effectiveness of the distractors.

The instruments which have been analyzed are the answer sheets of the English UUB done by 32 third year

students of the A3 program of SMAK St. Stanislaus Surabaya.

Having done the analysis, the writer found that:

1. Of the forty items, 11 items (.28) had an undesirable index of difficulty
2. Of the forty items, 21 items (.53) had a poor discrimination index
3. In terms of effectiveness of distractors, 30 items had ineffective distractors
4. Of the four subtests, the structure test was the least acceptable (.00), followed by conversation (.14) and reading (.30) tests. While the vocabulary test was the most acceptable(.46)

## ACKNOWLEDGEMENTS

In this opportunity, I would like to thank God for blessing me and giving such time to study in the English Department of Widya Mandala University with such patient and kind teachers to guide me in accomplishing this thesis.

My thanks also deeply express to all the lectures of the English Department of Widya Mandala, who have guided and taught me during my studies in this Department.

In composing this thesis, I am really indebted to DR. Wuri Soedjatmiko as the first advisor and Dra. Tjahjaning Tingastuti as the second advisor for their patient guidance and valuable suggestions. I cannot say more wonderful words to express my great gratitude to them. I believe their guidance will be very useful for me in the coming years.

I am also grateful to the principal and vice-principal of SMAK St. Stanislaus Surabaya, Ir. Widariono S. & Dra. M. Th. Eka Lianawati, who have given the chance to me to conduct the tests at their school, and the English teacher of SMAK St. Stanislaus Surabaya, Theresia Widiastuti, BA who has helped me to carry out this research.

Finally, I would like to express my deepest thanks to Ir. Drs. Yoseph W. who has always encouraged me and his willingness to help and give some valuable suggestions in writing this thesis.

Without their kind help, I am sure, this thesis would not have been finished the way it should be.

## TABLE OF CONTENTS

	Page
APPROVAL SHEET .....	i
APPROVAL SHEET .....	ii
THESIS ABSTRACT .....	iii
ACKNOWLEDGEMENT .....	vi
TABLE OF CONTENTS .....	viii
Chapter I : INTRODUCTION	
1.1 Background of the Problem .....	1
1.2 Statement of the Problem .....	2
1.3 The Objectives of the study ....	3
1.4 Significance of the study .....	4
1.5 Limitations of the study .....	4
1.6 Assumption .....	5
1.7 Definition of Key Terms .....	6
1.8 Theoretical Framework .....	11
1.9 Organization of the Thesis .....	12
Chapter II : REVIEW OF RELATED LITERATURE	
2.1 The Role of Evaluation .....	14
2.2 Definition of Test .....	18
2.3 Various Kinds of Test .....	20
2.4 Characteristics of a good test ..	26
2.5 Types of Test-Items .....	32
2.6 Multiple-Choice Item .....	35

<b>Chapter III : RESEARCH METHODOLOGY</b>	
3.1 Research Design .....	45
3.2 The Subjects of the study .....	45
3.3 Instruments .....	47
3.4 Procedures of Collecting Data ...	48
3.5 Techniques of Data Analysis .....	49
<b>Chapter IV : DATA ANALYSIS AND DISCUSSION .....</b>	<b>54</b>
<b>CHAPTER V : FINDINGS AND THEIR INTERPRETATION</b>	
5.1 Findings .....	85
5.2 Interpretation of the findings ...	88
<b>Chapter VI : CONCLUSION AND SUGGESTION</b>	
6.1 Conclusion .....	90
6.2 Suggestion .....	91
<b>BIBLIOGRAPHY .....</b>	<b>93</b>
<b>APPENDICES .....</b>	<b>95</b>