

**TEACHERS' ABILITY IN DESIGNING ENGLISH TEST
AT MAN LANGSA**

THESIS

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**SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
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The writer

Khairul Mizan

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Abstract

TEACHERS' ABILITY IN DESIGNING ENGLISH TEST AT MAN LANGSA

This study deals with teachers' ability in designing English test at MAN Langsa. The writer wants to know about teachers problems which usually become factor in designing English test to the students. The fundamental problem that teachers faced there was students did not have motivation in learning English, moreover answering the exercises. This research used qualitative approach without using statistic analysis because the instrument was interview. In collecting data, firstly the writer observed the teachers and the process of collecting data of this study were giving interview to the teachers. Based on the result of observation and interview, the writer concludes that all teachers in MAN Langsa have good capability in designing English test, but most of the students are less motivation, naughty, lazy so that they cannot answer the exercises or the test correctly. Afterwards, based on the result of interview teachers have many ways to assess the students learning.

Keyword : Teacher, English Test.

CHAPTER I

INTRODUCTION

A. The Background Of Study

Every human being endowed with reason and thought. Sense used to think so that we can know or we do not know and explorer into something that is beneficial for all of us. As a teacher ability to understand something very important, because we teach not only the reference books that we have, but also for the teacher's ideas, so that the learning process is more effective.

According to Webster's collegiate, "test is any series of questions and exercises or other means of measuring the skill, knowledge, intelligence, capacities of aptitudes or an individual or group."¹

In terms of term tests are measuring devices that have objective so that it can be extended, and can be used and compared the mental state or behavior individual. Whereas according to FL Geodenough, test is a series of tasks assigned to and individual or group of individuals with the intent of comparing intelligence between one another.² Tests can also be interpreted.

A test, in simple terms, is a method of measuring a person ability, knowledge, or performance in a giving domain. A test is first method. It is an instrument a set of technique, procedure, or items that requires performance on the part of the test taker. To qualify as a test, the method must be explicit and structured: multiple choice questions with prescribed correct answer, a writing

¹ Scarvia B. Anderson et al, *Encyclopedia of Educational Evaluation* (London: Jossey Bass Publishers, 1976), p.425.

² Doyle. Sir Arthur, *A Study in Scarlet* (London: Harper Collins Publisher, 2009), p. 98.

prompt with a scoring rubric, an oral interview based on question script and a checklist of expended responses to be filled in by the administrator.

The ability of a teacher is not only on the learning process, but the ability of the teacher can be seen from the way they make quality questions, question that are relevant to the material being taught and easily understood by students, so that tests are used not only tests format, but oral tests should also be developed in a matter of making.

Here are something that must be considered in making the teacher about one of which is, analysis the difficulty level is intended to know whether the problem is easy or difficult. According Arikunto, level of difficulty is a number that indicates hard or easy a matter. The assumptions used to obtain good quality matter, in addition to fulfilling the validity and reliability is the balance of the difficulty level. Balance in question is the existence of the problems easy, medium and difficult in a professional manner. About the difficulty level of ability or seen students' ability to answer it, not from the perspective of teachers to create questions.

In fact, it is often a matter that is given to students not tested the level of distress, even though about uneven distribution level. Some teacher tend to provide about who has the harder difficulty levels, so that students are not able to answer that question with the aim of showing that the teacher is smarter than the students, and some other teachers tend give the easy difficulty level, so that all students can answered with the aim or showing that the teacher is good at teaching and the students got high scores.

Arikunto suggest that a test should have the following requirements: efficient (persimony), raw (standardize), has norm, objective, valid, and reliable (reliably).³ Therefore to obtain a good question, that question should be tested first and the results are analyzed so as to meet the requirements mentioned above.

When the writer was conducting PPL, she found some problem like less vocabulary and not clear sentence uses. The tests used by teachers in school are often made in the form of essays and objective and are often made without regard to the principles of good item construction. Sometimes teachers make a serious lack of instructions so often found in the instruction vague and unclear. In many ways, especially when the test item would make a teacher should avoid statements that are ambiguous. Often the writer found that test items accidentally predictable answer choices because some accidental clues tucked in the matter.

Therefore, test items were tucked instructions will allow students determine the answer choices without having to think. The use of complex syntax are also frequently found in gains have a question. This is of course very confusing students in determining the answer choices. Therefore the use of complex syntax must be avoided. In the questions are also sometimes found in difficult vocabulary understood by students as a beginner. Teachers in making the point about not making herself a student who has a limited vocabulary, so often forgotten and put in the difficult vocabulary items were. If this is the case then the students will more difficulty determining the answer choices in addition they also must understand the vocabulary in the grain problem.

³Arikunto, *Langkah-langkah Penyusunan Instrument Penelitian* (Jakarta: Rineka Cipta, 2006), p. 37.

In this research the writer focus on writing test in designing English test. Because there indirectly some manufacture of test is done by writing. Writing was a skill the exclusive domain of scribes and scholars in educational or religious institutions. Almost aspect of everyday life for “common” people was carried out orally. The ability to write has become an indispensable skill in our literate community. Writing skill, at least a rudimentary levels, is a necessary condition for achieving employment in many walks of life and is simple taken for grante in literate cultures.⁴

Based on the problem above, arise a question for the writer, do the tests in MAN Langsa preparation procedures are in accordance with the actual tests? And therefore the writer wants to make research about **“Teacher’s Ability in Designing English Test at MAN Langsa”**.

B. The Limited of Problem

This study is limited to know teachers’ ability in designing English test especially in writing test. This research will be done in MAN Langsa, namely MAN 1 Langsa and MAN Gampong Tengoh. The writer will classify teachers’ ability and the level of difficulty in designing test.

C. Research Questions

The research questions of the research are:

1. How is the teachers’ ability in designing English test at MAN Langsa?

⁴ Brown H.Douglas, *Language Assessment Principles and Classroom Practice* (New York: Person Edition 2003), p. 218.

2. What are the teachers' difficulties in designing English test at MAN Langsa?

D. The Purpose of Research Questions

The purpose of this research is as follows:

1. To know the teachers ability in designing English tests at MAN Langsa.
2. To get information of teachers' difficulties in designing English test at MAN Langsa.

E. The Significant of the Study

a. Theoretically

The research will given some useful information about overcome the teacher to making test at MAN Langsa and than the researcher expects that this research will contribute the literatures in design English test to the teacher.

In this study are expected to add knowledge, especially in conveying information to prepare English language test for high school level.

b. Practically

For the teacher this study is very help full, in order the teacher know appropriate method on technique to design English test and for the researcher this study could the differences improve the researcher knowledge about design English test in future. Finally, it is of fulfill the requirement for the first degree in teaching English program.

So, with this research can help the teacher to make the test and help the students to answer the test too.

F. Terminology

a. Teachers ability

Earl V. Pullias and James D. Young said that: “the teacher in the centuries-old sense of teaching. They helps the developing student to learn things that he does not know and to understand what he learns”.⁵ According to Martin H. Manser “ability is skill or power”.⁶ Allyn and Bacon said that ability is potential or power to do something physical or mental or special nature power to do something well.⁷ From the statement above, the ability is someone’s basic (power, potential and skill) which by it can bring someone to the progress and safety. Developing skill, competence, or power to do something, especially (in psychology) is existing capacity to perform some function, whether physical, mental, or combination of them.⁸

This study, ability refers to the students’ ability to interpret what they are going to say and respond in English that related to the students’ tenses and modal mastery in speaking. Teacher ability is teachers an aspect that should be possessed by teacher on tutors in the learning process. So that students are more competent in understanding the learning material that that teaches every teacher. The ability of the teacher is not only seen from the way he was taught, but also able to be a motivator for students and any students understand any material that is taught.

a. Designing English test

⁵ Ahmadi Fatah, *Pengertian Guru Menurut Bahasa Dan Istilah* (Bandung: Mustika Raya, 1996), p. 231.

⁶ Martin H.Manser, *Oxford Learners Pocket Dictionary* (London: Longman, 1991), p.1.

⁷ Allyn and Bacon, *Psychology the Science of Behavior* (London: Longman, 1964), p. 2.

⁸ Houghton Mifflin, *The American Heritage Dictionary of the English Language*, www.Thefreedictionary.com, access on 7 february 2014.

Design is the creation of a plan or convention for the construction of an object or a system (as in architectural blueprints, engineering, drawing, business, processes, circuit diagrams and sewing patterns).⁹ Another definition for design is a roadmap or a strategic approach for someone to achieve a unique expectation. It defines the specifications, plans, parameter, costs, activities, processes and how and what to do within legal, political, social, environmental, safety and economic constraints in achieving that objective.¹⁰ A test, in simple term, is a method of measuring a person's ability, knowledge, or performance in a giving domain.

A test is a first a method. It is an instrument a set of technique, procedure, or item that requires performance on the part of the test taker. To qualify as a test, the method must be explicit and structured: multiple choice questions with prescribed correct answers, a writing prompt with a scoring rubric, an oral interview based on question script and a checklist of expected responses to be filled in by the administrator.¹¹

Based on the theory above, design English test is not just a make or fabricate writing. Teacher should know how to make the question well, the questions are appropriate to the material and guide assessment. Design English test is the process of creating problems that can be understood by the students. Because the problem of designing every teacher should be able to make the student understand what will be delivered by teachers in order students understand what the purpose of the test content, and students can answer the test.

⁹ Milton Keynes, *Dictionary Meaning in the Cambridge Dictionary of American English, at Dictionary* (oxford: Manifesto Published Jointly, 1983), p. 110.

¹⁰ Alexander. C, *Notes in the Synthesis of Form* (united states: Harvard university press, 1964), p.235.

¹¹ Op.cit., Brown H.Douglas, p. 3.