AN ANALYSIS OF ENGLISH ITEM TEST ON FINAL EXAMINATION FOR NINTH GRADE AT MTSN 2 PADANG PARIAMAN

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Abstract

The purpose of this study was to analyze the types and levels of English items tested on the final examination. This was a descriptive research method with content analysis. The data sources analyzed were based on English tests for the last 3 years (2019, 2020, and 2021 academic years) of 9th grade at MTSN 2 Padang Pariaman. The result of the data analysis revealed that most of the item tests were multiple-choice types. The cognitive applying rate was (44%), the cognitive understanding rate was (41%), and the cognitive remembering rate was (15%). It has been determined that the English tests are middle- and low-level. It implies that English teachers should design the test by balancing the cognitive levels, including the higher, middle, and low levels.

Keywords

Analysis, English Item Test and Final Examination

A. INTRODUCTION

A test is one way to determine students' success in participating in English learning. This was confirmed by Browder, who stated that to achieve success in mastering the material in a learning process, one has to do an assessment (Browder et al, 2006: 249-59). A test is a product that measures a particular behavior or set of objectives (Brown et al, 2004). A good test should include well-constructed items that can be used by the teacher to accurately assess students' competencies. There are at least three criteria for a good test, namely practicality, reliability, and validity (Brown et al, 2001). To ensure the test has good quality, it has to be analyzed to identify the quality by doing item analysis.

The form of the test used by the institution's formal examinations in the final semesters is usually the form of an objective test. An objective test is a test that has right or wrong answers and so can be marked objectively. One of the test types mostly used at school is a multiple-choice test. Multiple choice is a question that has provided answer choices (Rohmawati et.al, 2021: 23-34). Some data related to the English test were discovered during a preliminary study at the Islamic Junior High School Padang Pariaman on November 8, 2022. First, the teacher gave an objective test to the students to assess their English skills. The collected document tests revealed that the tests were objective. This research was concerned with analyzing the type and level of item tests.

The final examination at MTsN 2 Padang Pariaman is held on a regular basis, beginning with daily tests, midterm tests, and the final exam. This research is devoted only to the final examination. MTsN 2 Padang Pariaman held a final examination as a form of evaluation of learning that had been held for one semester. At the subject teacher deliberations (MGMP), teachers are given the authority to create questions that will be tested in final examinations in English lessons. At MTsN 2 Padang Pariaman, the type of test given is an objective test, which students must answer by providing written answers. The final examination is a series of learning material tests given by the teacher to students at the end of the semester. held every 6 months, at the end of the odd semester and even semester (Https Usm. Ac. Id, Accessed December 31, 2022). The questions tested in the final examination must have a high level (Https Usm. Ac. Id, Accessed December 31, 2022). Thus, the steps that must be taken to determine the level of quality of a question is to do a level analysis of the problem.

The levels of cognitive learning outcomes according to the revised bloom taxonomy include: remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6) (Wilson et.al, 2016). According to Anderson & Krathwohl, they classify the dimensions of the thinking process into three cognitive levels, namely: (1) low level thinking ability (low order thinking skill, or LOTS) includes the dimensions of the thinking process; remember and understand; (2) intermediate level thinking skill (middle order thinking skill, or MOTS) includes the dimensions of the thinking process; apply; and (3) higher level thinking skill (HOTS) includes the dimensions of the thinking process; analyze, evaluate, and create. Questions that have these characters are very well given to students as a measure of achievement that has been obtained by them. MOTS and HOTS can be used to assess students' high level of thinking skills because of the LOTS type problem (Indriasari et.al, 2016/2017).

B. *RESEARCH METHOD*

This research used qualitative research methods. Qualitative research is research that produces descriptive data in the form of written words and verbal from the people who are the subject or object being observed (Moleong 2019). This research uses the descriptive research technique of document analysis. Furthermore, the qualitative method is one method for describing and revealing phenomena or events that occur in the field naturally. While the research design used in this study is a descriptive research design. This descriptive research technique is the research by describing, in general, the facts found, then analyzing based on theories related to the problems to be studied, with the aim of obtaining answers from the problems studied Yuniar et.al, 2015: 187-95).

The document to be analyzed is an official document, namely the final examination document on English subject for class 9 at MTsN 2 Padang Pariaman for the last 3 years (2019, 2020, and 2021 academic years). In this study, researcher used technique to collect the data is check-list table. According to Arikunto (2013), a checklist is a list in which the respondent only checks the appropriate column with a checkmark (√) (Arikunto 2019). The following analysis sheets used in this study is the analysis types and levels tests categories from Anderson and Krathwohl's Revised Bloom Taxonomy (2001).

C. *FINDING AND DISCUSSION*

This chapter discussed the presentation of the results of this study is useful to provide a general description of the analysis of the English item test in the final examination of class 9 at MTsN 2 Padang Pariaman. The data presented is raw data that is processed using a qualitative approach. The data obtained is based on the results of the analysis of the English item test on the final examination which consists of 50 questions. The data sources analyzed are based on English tests for the last 3 years (2019, 2020, and 2021 academic year). The research data refers to the formulation of the problem relates to the most presented type and levels of English item test on the final examination based on lower-order thinking skills and higher-order thinking skills (C1-C6) in the cognitive domain of the revised version of Bloom's Taxonomy.

The type of English item test mostly presented in the final examination at MTsN 2 Padang Pariaman. Based on the data analysis of the types of English item tests, the results of the analysis stated that based on the last 3 years 2019, 2020, and 2021 academic years on the final examination of class 9 at MTsN 2 Padang Pariaman it was found that:

Table IV.1 Types of Item Tests

No	Academic Years	Type of Item Tests
1.	2019	Multiple Choice
2.	2020	Multiple Choice
3.	2021	Multiple Choice

Based on the data in the table, it showed that the type of item test in the last 3 years (2019, 2020, and 2021) on the final examination of 9 classes at MTsN 2 Padang Pariaman is in the form of multiple choice. Multiple choice is an objective test consisting of unfinished questions or statements and to solve it must be chosen one (or more) of several possible answers have been provided for each item concerned.

The levels of English item test on final examination. Based on the data analysis of the level of English item test on final exanimation based on lower order thinking skills, middle

and higher order thinking skills (C1-C6) in the cognitive domain of the revised version of Bloom's Taxonomy by Anderson and Krathwohl (2001) Refers to an operational verb. Arranged from the lowest level to highest level. Lower-order thinking skill consist of remembering (C1), middle-order thinking skill consists of understanding, and applying, and higher-order thinking skill consists of analyzing, evaluating, and creating (C4-C6). In the final examination, there are 50 objective tests in the form of multiple choice.

Diagram of Level English Item Test 2019 2020, and 2021 Academic Year

■ Lower Order Thinking Skill ■ Middle Order Thinking Skill

■ Higher Order Thinking Skill
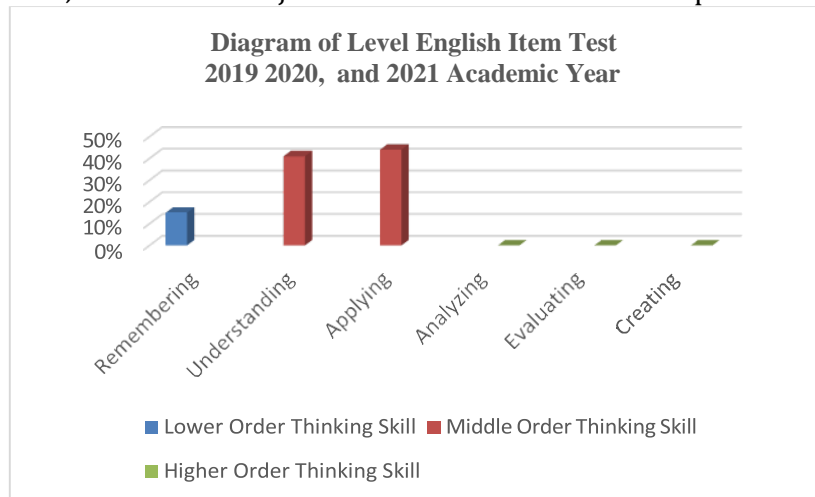
Based on the data in the chart, it showed that the levels of English item test on final examination at 9 class of MTsN 2 Padang Pariaman which analyzed based on the last 3 years. Level cognitive applying (44%) had the highest percentage of all, which means that this is the most commonly presented level of English item test. Level cognitive understanding (41%) in the second level. Level cognitive remembering (15%) in the third level. remembering and understanding are called middle-order thinking skills. While the level of cognitive analyzing, evaluating, and creating that means higher order thinking skill (0%) had the lowest percentage of all, which mean item test on the final examination at 9 class of MTsN 2 Padang Pariaman still based on lower order thinking skill and middle order thinking skill. It has not reached the level of higher-order thinking skills in making questions on the final examination.

There are two things discussed in this study, namely the type of English item test and the level of English item test on the final examination. First, the type of English item test on final examination at MTsN 2 Padang Pariaman. English item test on the final examination in the last 3 years in 9 classes of MTsN 2 Padang Pariaman were analyzed based on the type of final examination which totaled 140 questions from 2019, 2020, and 2021 academic years were in only the form multiple choice type of item test.

Second, the levels of English item test on final examination This study is based on Bloom's Taxonomy theory of the cognitive domain which has been revised by Anderson and Krathwohl (2001). It is classified into 3 categories, namely LOTS (Lower Order Thinking Skills), ability middle-level thinking MOTS (Medium Order Thinking Skills), and HOTS (High Order Thinking Skills) high-order thinking skills. Anderson and Krathwohl (2001) above are arranged it from the lowest level to the highe   st level, namely level 1 LOTS consists of knowing/remembering (C1), MOTS consists of understanding and applying (C2 and C3) while HOTS consists of applying, evaluating, and create (C4, C5, and C6). Based on the findings of the English item test on final examination at the last 3 years

were analyzed based on a cognitive level. The 140 questions for the 2019-2022 school year have not yet reached the Higher order thinking skill level question category but only reached the Lower order thinking skill level and Middle order thinking skill level on the final examination at 9 class of MTsN 2 Padang Pariaman as follows:

a. Lower Order Thinking Skill

Based on the analysis of the English item test on the final examination by the researcher. In the analysis of the English item test, there is a category of low-level thinking questions/LOST. Including C1 (Knowing/Remembering), verbs used are, "Write" (C1), and "Mention" (C1). Included in the lost category there are 21 questions from all the number of questions in the last 3 years English subject consists of 140 questions.

b. Middle Order Thinking Skill

Based on the results of the analysis of the English item test on the final examination, there are categories of level thinking questions medium / MOTS as for operational verbs used by the teacher in making questions consisting of MOTS including C2 (Understanding), and C3 (Applying). The verbs used are "Determine", and C3 "Find". Questions included in the category There are 119 MOTS. C2 is 57 questions and C3 is 62 questions from all the number of questions in the last 3 years of language subjects English consists of 140 questions.

D. *CONCLUSION*

Analysis of cognitive level on examination at 9 class of MTsN 2 Padang Pariaman refers to the operational verbs of Bloom's Taxonomy revision by Anderson and Krathwohl (2001). It concluded that the cognitive level on final examination has 2 categories, namely lower order thinking skill (LOTS) there are 21 questions. Including C1 (Knowing/Remembering), as for operational verbs used are Write, Mention. and middle order thinking skill (MOTS) Questions included in the category There are 119 MOTS. C2 is 57 questions and C3 is 62. including C2 (Understanding), and C3 (Applying). As for the verbs used is Determine and Find.

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