

## ABSTRACT

**Putri, Yohana.** 2009. *An Analysis of Teacher-Made English Final Second Semester Test for the Year Eleven Students of SMAN 1 Ambarawa in the Academic Year of 2008/2009 Based on the Representativeness of Content Standard.* Final Project. English Education. English Department Faculty of Languages and Arts, Semarang State University (First Examiner: Drs. Abdurrahman Faridi, M.Pd, Second Advisor as Second Examiner: Dra. C. Murni Wahyanti, M.A., First Advisor as Third Examiner: Dr. Dwi Anggani LB, M.Pd).

**Key words:** A good Test, Teacher-made test, Multiple Choice Test Items, Curriculum, Content Standard.

In the teaching learning process, it is expected that learners who have completed a unit of learning tasks should be different from those who have not done it. To assess learner's achievement, it is useful for teacher to conduct a test. Because of it, the test should really measure the students' achievement.

This study was conducted to analyze the test-instrument after being used for evaluation, to know whether or not the instrument was good for assessing the students' mastery. Moreover, the data from the test result were analyzed to determine whether or not the test appropriately match with the instructional objective /standard competence stated in the curriculum and to determine the item analysis including difficulty level, discrimination power, validity, and reliability.

It is a quantitative study. In writing this thesis, the writer will conduct field research to collect the data. The test papers and students' work sheets were used to collect the data. Samples were taken practically by the use of random sampling. The data was established by the use of some procedures. The test papers consist of 50 items in the form of multiple choices. The students answer sheets are needed for analysis to find out the quality of the items based on item analysis. They were analyzed by using analysis procedures.

Furthermore, the result of the analysis of this test tells that the questions of the test are related to the 2006 curriculum, but the topics of the questions are not related to the students' study program. In this final test, it is clear that this test is not valid and need some revisions.

Based on the results, the writer draws conclusion that the topic in the test should be related to the students' background knowledge or students' study program though the curriculum mentions the same standard competence for students of science and social. So, the content or the topic of the test items should be different though the standard competence stated in the curriculum is same. In general, the writer suggests to the teacher as the test makers to pay attention to the writing of multiple choice items and the characteristics of a good test.