

ABSTRACT

Pradana, Agrissto.B.A. 2010. *Item Format Analysis of the First Semester Reading Tests Made by English Teachers Based on KTSP and Brown's Guidelines (A Case at SMA N 1 Banjarnegara in the Academic Year of 2009/2010)*. Final Project. English Department. S1 Degree of Education. Advisors: I. Novia Trisanti, S.Pd. M.Pd., II. Dr. Dwi Anggani LB, M.Pd.

Key words: KTSP, reading test, item analysis, Brown's guidelines, multiple choice

The School-Based Curriculum (KTSP) has been implemented in our educational system. Generally, it gives autonomy to the schools and other educational institutions, and supports them to participate in developing the quality of English education in Indonesia. To measure the extent of the student's achievement, teachers construct some tests that are given to their students. It means that a test as a measurer must be qualified and derived from the materials which have to be achieved by the students.

This study aims to describe how the reading materials of KTSP are represented in the first semester tests made by the teachers of SMA N 1 Banjarnegara in the academic year of 2009/2010 and how they meet the requirements of Brown's guidelines for item formats. For this study, I only analyzed multiple choice items of reading tests. I compared the tests to the KTSP's reading materials and Brown's guidelines for item formats stated in "Testing in Language Programs".

I found that there were 60% items in the tenth grade's first semester test which represented KTSP's reading materials, 71% items in the eleventh grade's one, and 94% in twelfth grade's one. In short, there were 79 items or 75% of all items which represented KTSP's reading materials in the first semester tests for all levels. Overall, KTSP's reading materials had been represented in most of the items. They were conveyed through passages. However, there were some items that were derived from listening materials presented in the reading tests. I also found that there were 21 poor items among 105 items which did not meet the requirements of Brown's guidelines for item formats both general and multiple choice.

Based on the result of the analysis above, I concluded that the teachers sometimes took the materials which were involved in the tests without referring to the curriculum. They should also improve their knowledge about language testing by reading several guidelines, books, and references. They had better consider the materials that will be involved in the test. They should compare the materials to the current curriculum. Besides, they have to check the tests with other teachers and make revision.