ABSTRACT

Muslih, Raden Aghnia Adawiyyah. 2023. Examining Item Facility and Item Discrimination of Multiple-Choice Questions (MCQs) Created by English Teachers at a Private Junior High School in Bandung. Bachelor Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

This research is aimed at analyzing the item facility (IF) and item discrimination (ID) of the multiple-choice questions (MCQs) created by English teachers in Bandung private junior-high school and describing the opinions of junior high school English teachers concerning multiple-choice questions in the summative tests. The assessment process in education holds a crucial and fundamental function since the quality of education will be measured by the assessment process. Assessment quality can be determined by the item facility and item discrimination.

This research applies a qualitative method with a case study approach, focusing on the student's score documents and two English teachers who have been teaching for nearly 20 years. Data collection techniques are document analysis and interviews. The document analysis rubric was made based on Brown's theory (2010) in Language Assessment: Principles and Classroom Practices. Additionally, 17 open-ended questions were made based on several theories regarding the use of multiple-choice questions (MCQs) in the summative test.

The findings reveal that the multiple-choice questions for eighth-grade students have 34 easy items, 6 average items, and 0 difficult items. Meanwhile, the multiple-choice questions for ninth-grade students have 15 easy items, 24 average items, and 1 difficult item. In terms of discrimination power, the multiple-choice questions for eighth-grade students have 3 good items, 6 satisfactory items, 29 poor items, and 2 very poor items. Meanwhile, the multiple-choice questions for ninth-grade students have 1 excellent item, 14 good items, 13 satisfactory items, 11 poor items, and 1 very poor item. Moreover, both English teachers stated that MCQs are suitable for summative tests due to their several benefits. They also stated that they did not use any analysis of the item they have been made.

In conclusion, MCQs for both grades require modification and improvement. In terms of difficulty level, both MCQs did not have a good proportion of easy, average, and difficult items. In terms of discrimination power, both MCQs have more than 10 items that fall into the poor and very poor category. Therefore, it is very recommended that the teachers use item facility and item discrimination analysis before handing the MCQs to the students in the further summative test.

Keywords: Item Facility, Item Discrimination, Multiple-choice Questions