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CHAPTER I INTRODUCTION

A. Background of the Study

English language becomes the first foreign language that should be taught to students in every level of education in Indonesia, the government and private institution are struggling to enhance teaching and learning process of English in Indonesia.

In Indonesia the teacher tries encourage and enhance the quality of students English proficiency therefore the teacher uses a variety of method, process and other teaching technique in the classroom to motivate and stimulate the students to they can achieve their English proficiency. In addition, the teacher obviously has to possess the capabilities of making an accurate evaluation to the students. An evaluation has to interrelated with material, syllabus and the process of learning, because the process of learning and the material given by the teacher to the students influence the evaluation.

In education, one of the important fields, which should be paid attention, is an evaluation. Norman E Gronlund (1985.p.5)” between teachings and evaluation is like two sides of a coin, which cannot be separated”, evaluation cannot be separated because evaluation is a tool to measure the teaching and learning process has been achieved or not. Moreover, it contributes some information to teaching and learning process, especially for a teacher. Concerning to the important of learning English, the

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teacher should measure the student ability in acquiring English. In other word, the teachers need to lead the evaluation.

Norman E Gronlund, (1985.p.5) explained evaluation is the systematic process of collecting, analyzing, and interpreting information to determine the extent pupils are achieving instructional objectives. Based on the statement above, evaluation has to be arranged systematically and has to be based on the curriculum so that we can get obvious and comprehensive analysis of the student's achievements. Like Gronlund stated that "evaluation is a systematic process of determining the extent to which instructional objectives are achieved by pupil". It can be understood that by giving evaluation, teachers can know whether the students reach the education's goal or not. Moreover, evaluation draws how well students achieve the materials after teaching learning process has done. The information of evaluation will be very useful to make judgments of the students, either about their progress in learning the goals or about their overall achievement.

Mimin Haryati, (2009.p.15) assumed in her book *Model dan Tingkat Penilaian Pada Satuan Pendidikan,*" evaluation is the identification of activities to see whether a planned program that has been achieved or not, valuable or worthless, and can also be to look at the implementation level of efficiency".

Anas Sudjiono, (2008) assumed that "an evaluation is a process to measure something and it's needed an instrument to do it, one of the evaluation instruments is a test". In other word based on the statement above

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test is measure of instrument. Test as an instrument should have a good quality, because the quality of the test will be influenced of the result.

There are numerous types of test. There is placement test, to provide information that will help to place students at the stage of the teaching program most appropriate to their abilities, proficiency test, to measure people's ability in the language, diagnostic test, to identify learners' strengths and weaknesses, and achievement test, to establish how successful individual students, groups of students, or the courses themselves have been in achieving objectives of language courses. The test which is usually used by teachers to know how far students have mastered the lessons is the achievement test.

There are two kinds of achievement test: progress achievement tests and final achievement tests or summative tests. Progress achievement tests are those administrated at the end of a course of study. They may be written and administrated by ministries of education, official examining boards, or by members of teaching institution. Clearly the content of these tests must be related to the courses with which they are concerned, but the nature of this relationship is matter of disagreement among language testers. And the content of a final achievement test referred to as syllabus content approach. Intended to measure the progress that students are making, and final achievement tests or summative tests are intended to measure the students' achievement at the end of a course of study.

In this research, the writer chooses summative test as the kind of test which administered at the end of a unit or term, semester, or a year of study in

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order to measure what has been achieved both individual and by groups. The writer chooses to analyze summative test because constructing good summative test items are more difficult and more time consuming than formative test. Comprehensiveness and representativeness of sampling are important features of summative test. It means that test objectives should be based directly on course objectives and test content is derived from specific course content. Although the emphasis of summative test is on measuring learning outcomes, it should not be implied that testing is to be done only at the end of instruction. It is essential to analyzed and tried on pupils before few best test items chosen for summative test.

According to Heaton (1975) information concerning the performance of the students as a whole and of individual student is very important to teaching purposes, especially as many test result can show not only the types of error most frequently made but also the actual reasons for the error being made. After a test has been administered and scored, it is usually desirable to evaluate the effectiveness all the items. Item analysis is done by the studying the students" responses to each item. Item analysis information can tell us if a norm-referenced item was valid and reliable or not, too easy or too hard, how well it discriminated between high and low scores on the test, and whether all the alternatives functioned as intended.

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According to Gronlund (1977), there are some benefits to do analysis of the test items: first, it is providing useful information for class discussion of the test. Second, it provides data that helps the students improve their learning. Third, it provides insight and skills that lead to the preparation of better test in the future. Item analysis is a process which examines student responses to individual test items (questions) in order to assess the quality of those items and of the test as a whole. It will show whether the test appropriate or not for the students.

Item analysis is especially valuable in improving item which will be used again in later tests, but it can also be used to eliminate ambiguous or misleading items in a single test administration. In addition, item analysis is valuable for increasing instructors' skill in instruction, and identifying specific areas of course which need greater emphasis clarity. Considering that English summative test items should fulfill the requirement of good test and by looking at the benefits of analysis of test items above the researcher regards that it is very important to conduct a research to report the quality of English summative test items.

In order to measure accurately, the teachers should use a good test. It is not an easy work for them to make it because there are some characteristics or requirements that must be fulfilled. The characteristics of good test include validity, reliability, comprehensiveness, and practicality. Zainal Arifin, (2009. p.246) said "if a test can give information and can be used to achieve the goal, then the test is valid".

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Therefore, in making a test the teachers should give attention in the level of accuracy and the quality. Indeed, there are some types, which must be fulfilled in making a test. Harris suggested some steps in composing a standardized test as follows:

1. Planning a test
2. Preparing the test item and directions
3. Submitting the test material and analyzing to review and revising on the basic of review
4. Pre-testing the material and analyzing the results
5. Assembling the final form of the test
6. Reproducing the test.

The teachers, who always make a test especially English test, should follow the criteria in making a test. Harris, (1969) stated, “All good tests possess three qualities: validity, reliability and practicality.”

Norman E. Gronlund, (1985.p.5) said “Validity is concerned with the interpretation and use of assessment result. For example, if we infer from an assessment that students have achieved the intended learning outcomes, we would like some assurance that our tasks provided a relevant and representative measure of the outcomes”.

Content validity is concerned with the materials that the students have learned. The test should cover samples of the teaching materials given. To fulfill this, the teachers should refer their consideration to the teaching syllabus which is developed based on the curriculum.

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Based on the preliminary observation, the researcher found that there were some mismatches between the summative test, and the syllabus with the materials that have been taught by the teacher in SMPN 16 PEKANBARU especially in the content of instructions; the themes, the type of texts, and the indicators. Consequently, the test which is designed to measure the students' proficiency seems inappropriate as a good test. In this case the researcher found that many students answered incorrectly on the same certain numbers of summative test questions. Based on students' confession, it happened because the test items of summative test were explained yet by their teacher, it will make student cannot answer the question in the test. It showed that there was a problem in that test.

Because of the importance of content validity in a test, the researcher tries to know whether the test items are in line with the syllabus or not. The English syllabus that is used here is the latest one recommended by national education department.

Therefore, based on the problems mentioned above, the researcher interested and tries to analyze and interpret it under the title: **“The Description on Content Validity of English Summative Test at the Second Year Students of SMPN 16 PEKANBARU.”**

B. Identification of the Problem

Based on the background of the study, the writer identifies some problems:

1. What are the problems on the test item materials existed on the summative test?

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2. What items of summative test that have been taught by the teacher?
3. How are the test items measured?

C. Limitation of the Problem

To make this writing easier to be understood, the researcher limits the research only English syllabus constructed by the teacher as a reference of curriculum and English final test (summative test) of the odd semester at the second grade academic year of 2017/2018 focused only on reading and writing skills. On the other hand, English teaching process and the textbook used is not investigated.

D. Formulation of the Problem

To make the study easy to understand, the researcher formulates the problem of the English summative test for the second grades students of SMPN 16 PEKANBARU as: How is the content validity of English summative test at the second year students in Junior High School 16 Pekanbaru?

E. Significant of the Study

This study is expected to give contribution for:

1. The writer, as a partial fulfillment of the requirements of bachelor's degree
2. In English Education Department to enrich her knowledge as a candidate of English teacher.
3. English Teachers, to understand how to make the test item of English Summative test well, especially for the writer.

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4. Other researchers, as a comparison and the starting point to make more comprehensive research.

F. Objective of the Study

The objective of this study is to find out whether each test items of the summative test for the second grade students of Junior High School 16 Pekanbaru represent the indicators as suggested in the syllabus as an indicator of the content validity.

G. The Reason for Choosing the Title

There are some reason why the writer is interested in carrying this reasearch:

1. The title of this research is relevant with the researcher state as a student of English Education Department
2. The problem in this research is not investigated yet by other previous researcher in the same university
3. The location of the research facilities the writer in conducting the research

H. Definition of the Terms

1. Description

Longman, (2000) stated “The Description is a piece of writing or speech that gives details about what someone or something. A detailed account of the certain or important aspects, characteristics, or features of a subject matter or something seen, heard, or otherwise experienced or known”.

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2. Content Validity

Christhoper R, Garies and Leslie W, Grant, (2004.p.34) “content validity is concerned with how adequately an assesment samples the intended learning out come,standars, or objectives of an instructional unit”.

According to Hughes, (1995.p.27)” a test is said to have content validity if its contents constitute and represent sample of the language skills, structures, etc. with which it is meant to be concerned”. A test is said to have face validity, if looks as if it, measures what it is supposed to measure. A valid test is the test which affords satisfactory evidence of the degree to which the students are actually reaching the desired objectives of teaching, these objectives being specifically stated in terms of tangible behavior. Content validity is an important notion for measurement of skills and knowledge that are frequently employed in evaluation studies. In this context, content validity usually refers to the *degree* to which a measure captures the program objective (or objectives.).

Anderson, (1975.p.460) refers “content validity to the extent to which the test we're using actually measures the characteristics or dimension we intend to measure”. Chair, (2003) thinks that “content validity refers to the extent to which the test questions represent the skills in the specified subject area”. Content validity is often evaluated by examining the plan and procedures used in test construction. He adds that

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content validity is the accumulation of evidence to support a specific interpretation of the test results.

3. Summative Test

In this research summative test means a evaluate achievement which doing in the end of course and the purpose it to know whereas a student's was understand about the objectives which appropriate or not.

Summative test is final test which is executed after completing program of teaching learning, Sudijono, (1996.p.72)" The summative test is intended to show the standard which the students have now reached in relation to other students at the same stage". Tinambunan, (1988.p.9)" The condition for setting a summative test are that it covers a much wide range of material than diagnostic test and relates to be long-term rather than short-term objectives. This brings up problems of sampling, since what has been learnt, for example in a year, cannot be assessed in one day, yet the test must reflect the content of the whole course, and the test must be able to determine the extent to which the instructional objectives have achieved by the pupils and is used primarily for assigning course grades of certifying pupil's mastery of the extended learning outcomes