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CHAPTER II

REVIEW OF RELATED LITERATURE

Theoretical Framework

1. The Concept of Test

a. The Definition of Test

In order to know how well the result of teaching learning processes is, a teacher must evaluate it. One of the evaluation instruments is a test. There are many definitions of test. Dr. T.Swarupani, (2004. p.124) said that “Tests are tools or instrument of measurements and measurements guide us in evaluation”. In other hand Grounlund, (1985.p.5) said in his book, *Measurement and Evaluation in Teaching*, “Test is an instrument or systematic procedure for measuring a sample of behavior”. Then according H. Douglas Brown in his book, *teaching by Principles an Interactive Approach to Language Pedagogy*, “Test is an instrument or procedure designed to elicit performance from learner with the purpose of measuring their attainment of specific criteria”.

Based on the definition above the researcher can conclude that test is an instrument and measure instructional. In addition, a test forms a systematic instrument to measure specific criterion.

b. The Type of Test

There are many types of test used to measure students' achievement. A test can be categorization according to the types of

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information they provided. This categorization will be useful both in deciding whether an existing test is suitable for a specific category and in writing appropriate tests where these are necessary. Generally classified in terms of their functional role in classroom instructional is placement, formative, diagnostic, and summative test.

1) Placement Test

Placement test is concerned with the pupil's entry performance and typically focuses on questions. Such as: "Does the pupil possess the knowledge and skills needed to begin the planned instruction?" The goal of placement test is to determine pupil performance at beginning of the instruction.

2) Formative Test

Formative test is used to monitor learning progress during instruction. Its purpose is to provide continuous feedback to both pupil and teacher concerning learning successes and failure. In other words, formative test is a test which can give feedback about a weakness and success between students and teacher. The goal of formative test.

3) Diagnostic Test

Diagnostic test is a highly specialized procedure. It is concerned with the persistent or recurring learning difficulties that are left unresolved by standard corrective prescription of formative evaluation. The main aim of diagnostic evaluation is to determine

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the causes of persistent learning problems and formulate a plan for remedial action.

4) Summative Test

It is designed to evaluate achievement at the end of instruction. It is design to determine instructional objective have been achieved and is used primarily for assigning course grade or for certifying pupil mastery of the intended learning outcomes. Although the main purpose of summative evaluation likes that, it also provides information for judging the appropriateness of the course objectives and the effectiveness of the instruction. Implies summative test means evaluate achievement which doing in the end of course and the purpose it to know whereas a students was understand about the objectives which appropriate or not.

According to H.Douglas, (2001.p.201) explained kinds of tests in his book are only for the purpose of help to identify and differences among types, not to serve as a manual for designing such tests: proficiency, diagnostic, achievement, and aptitude tests.

a) Proficiency Test

These test aim to assess the general ability of a person at a given time. Its scope is governed by a reasonable expectation of what abilities learners of a given status should possess. It is not restricted by considerations of the areas covered in any specific course objectives or syllabus as in the case of achievements tests.

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While the usual end of course examination in a school or college may be taken as a typical example of an achievements test, a national level selection or admission test for candidates coming from different states and university jurisdictions can be taken as a typical example of a proficiency test. A proficiency test is not intended to be limited to any one course, curriculum, or single skill in the language.

b) Diagnostic Test

Diagnostic test is designed to diagnose a particular aspect of a language. A diagnostic test in pronunciation might have the purpose of determining which phonological features of English are difficult for a learner and should therefore become a part of a curriculum.

c) Aptitude Tests

They identify the prerequisite characteristics which are essential for one to be competent to perform given task. Presenting items on such sub skills which may eventually be developed into expert complex skills, these test identify those who can do well in a field of study or a profession and those who cannot. These tests are generally used while selecting people for special course. According H. Douglas, (2001.p.391) aptitude test is” designed to measure a person’s capacity or general ability to learn a foreign language and to be successful in that undertaking”.

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d) Achievement Tests

Achievements test is related directly to classroom lesson, units, or even a total curriculum. Test are limited particular material covered in a curriculum within a particular time frame, and are offered after course has covered the objectives in question. It can serve as indicators of features that a student needs to work on in the future, but the primary role of an achievement test is to determine acquisition of course objectives at the end of a period of instruction. The aims of achievements test depend on the unit.

2. The Concept of Summative Test

Summative assessment (or summative evaluation) refers to the [assessment](#) of participants where the focus is on the outcome of a program. This contrasts with [formative assessment](#), which summarizes the participants' development at a particular time. Summative assessment is widely taught in [educational](#) programs in the United States. Scriven claims that while all assessment techniques can be summative, only some are formative.

Gronlund, (1985) stated “the summative test is given at the end of a course or unit of instruction, and the results are used primarily for assigning grades, or for certifying pupil mastery of the instructional objectives. The results can be also used, of course, for evaluating the effectiveness of the instruction.” Therefore, summative test is a kind of test

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to measure the students' achievement and the teaching-learning process of the program for one semester at the end of course. David, (1969) had a similar definition with Gronlund which said "Summative assessments are conducted at the end of an instructional unit or semester to judge the final quality and quantity of student achievement and/or the success of the instructional program".

Sudjiono, (2008) also claimed that "the main objective of summative test is to determine the value that present the success of students after they go through the process of learning within a certain period, and also it can determine; position of student in group, the student can or cannot follow the next teaching learning process and students 'progress'".

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard. Note, 'the end' does not necessarily mean the end of an entire course or module of study. Summative assessments may be distributed throughout a course, after a particular unit (or collection of topics) have been taught, and there are advantages to doing so. In many disciplines in the UK Higher Education sector, there has been a move away from 100% end of course assessments, to a model where summative assessments are distributed across a course, which helps to scaffold students' learning. Summative assessment usually involves students receiving a grade that indicates their level of performance, be it a percentage, pass/fail, or some other form of scale grade. Summative assessments are weighted more than

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formative assessments. For example, test after 6 months in schools, semester exams after each 6 months.

Similarly, by administering the summative test is given for the students; teachers are not only having a final report about the programs achievement, but also the students 'ability in acquiring the materials. Therefore, the test-makers should select the appropriate questions and the test items, which can achieve the content standard, and the minimum based competencies as in syllabus, summative test usually used for measuring whether the program obtained its overall goals because the summative test covers the entire subject unit (themes and topic) which are learnt in each semester. For this reason, the content of summative test should be based directly on a detailed course syllabus and the materials used. Thus, the test makers should pay attention in arranging the content of summative test that will be administered to the students and they should describe the objectives of the programs in the summative test.

Concerning on statements above, the writer summarizes that a summative test is an assessment to find the empirical evidence about the effectiveness of teaching, so it should be confirmed to the objectives, activities, and instruction provided for the students. Similarly, by administering the summative test is given for the students; teachers are not only having a final report about the programs achievement, but also the student's ability in acquiring the materials. Therefore, the test-makers should select the appropriate questions and the test items which can

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achieve the content standards and the minimum based competencies as in syllabus.

To construct a good summative test, test maker must consider the test items that are most appropriate for measuring students 'achievement, in line with the instructional objectives and made as reliable as possible. From the result of achievement test, teacher can obtain the information how well students have mastered subject matter content or how far they have reached the instructional

3. Characteristic of a Good Test

While a design of test needed to recognize the various test of each case depending on purpose, time, subject, and the most characteristic of a good test. A test can be said as a good test if it has certain qualifications of four characteristics, those are validity, reliability, predictability and objectivity and also teacher can give motivation for students to improve their learning.

a. Content validity

Content validity is an important aspect in designing a test. The thing that must be concerned the most in preparing a test is content validity and then the sample of test items. It means that a test designer has to prepare content validity first before continuing to make test items. Content validity is also called curricular validity, because materials that will be tested are based on curriculum. As Gareis and Grand explained that content validity concerned with how far an

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assessment is in line with the intended learning outcomes, standards, or objectives of an instructional unit.

b. Face Validity

Face validity is a concept is very closely related to content validity on the face of it, appear from the learner's perspective. To test what it is designed test to achieve performance on a test, a learner needs to be convinced that the test is indeed testing what it claims to test. While Robert and Tracy said "the statement that we do not care what a test looks like is not entirely true. What a test looks like may be of importance in determining its acceptability and reasonableness to those who will be tested. This appearance of reasonableness is often called face validity" Substantially, there is no different view among definition above. They would like to elaborate that a test is considered having face validity, if its appearance is acceptable, it is clearly readable, and it has a clear instruction in answering the test.

c. Construct Validity

Christopher said "Construct validity is concerned with how accurately an assessment aligns with the theoretical framework of the intended learning outcomes, standards, or objective of the instructional unit. In other word, validity asks", "Does the assessment measure what it purpose to measure?" H. Douglas Brown, (p.389) said a third category of validity that teachers must be aware of in considering language tests is construct validity. One way to look at construct

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validity is to ask question “Does this test actually tap into the theoretical construct as it has been defined?” “Proficiency is a construct”.

d. **Criterion-Related Validity**

Criterion validity implies the extent to which a tool performance is related to some other valued measure of performance. While according Norman E Gronlund, (1985.p.50) on book assessment of student achievement. There are two types of studies used in obtaining criterion related evidence of validity. These can be explained most clearly using test scores, although they could be used with any type of assessment result. The first type of study concerned with the use test performance to predict future performance on some other value measure called a criterion. For example, we might use scholastic aptitude test scores to predict course grade. For obvious reason, it is called a predictive study. The second type of study is concerned with the use of test performance to estimate current performance on some criterion. With the procedure both measure test and criterion are obtained at approximately the same time, type of study is called a concurrent study.

4. Concept of Content Validity

According to Norman E Gronlund and Robert L.Linn, (2009.p.46) 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”. “The attribute of validity is arguably the most important quality of an assessment. Validity is concerned with the appropriateness or meaningfulness of an assessment target. In other word validity is concerned with whether a test or performance assesses what intended it to assess.

From the previous explanation that one of characteristics of a good test is validity. Validity test is the most critical factor to be judged in the total of a foreign language testing. A test is valid when it measures effectively what it is intended to measure.

Validity really is not a simple concept, however the concept of validity reveals a number or aspect, each of which deserves our attention.

Content validity is an important aspect in designing a test. The thing that must be concerned the most in preparing a test is content validity and then the sample of test items. It means that a test designer has to prepare content validity first before continuing to make test items. Content validity is also called curricular validity, because materials that will be tested are based on curriculum. As Gareis and Grand, (2008) explained that “content validity concerned with how far an assessment is in line with the intended learning outcomes, standards, or objectives of an instructional unit”. Therefore, If the test which is given to the students does not have a content validity, there will be consequences, there are: the students cannot

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demonstrate skills that they possess if they are not tested, and also that irrelevant items are presented that students will likely answer incorrectly only because the content was not taught.

In addition, according to the book *Testing English as a Second Language* written by David P. Harris, (1969) “if a test is design to measure mastery of a specific skill or the content of a particular course of study, we should expect the test to be based upon a careful analysis of the skill or outline of the course”.

According to Heaton, (1998) in *Evaluation of Instruction in Individually Guided Education*, there are two methods for demonstrating the content validity of a test. The first method is by listing all of the specific objectives that want to reach. After that they are matched with the items to see whether the items really conform to relevant objectives. The second method is by constructing a table to classify the items ‘content and taxonomic level that is, student outcome required on the item. In addition, for making sure that a test has conformity between the subject matter with the learning outcomes or the test has good content validity, there are three steps which should be done. First, the test designer should identify the subject matter and outcomes of the students which is intended to measure. Then researcher should make a table of test specifications. Lastly, the researcher should construct a test that conforms to the table. The process above is known as validation process. This content validation process based on language teaching method, material, given, and the goals.

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Furthermore, in establishing content validity in a test, the test designer should determine what she/he wants to be measured clearly. If the test does not have content validity, it will cause some problem. The first problem is the students cannot demonstrate their skills which they have but which are not tested. The second problem is the students will not answer correctly the items because there is no relevancy between the items with the materials that have been taught

5. Curriculum and Syllabus

a. Curriculum

Curriculum means the basic standard or the objective which is used for guiding a success of teaching-learning process. As stated by Roger and Christopher, (2008) that curriculum is as a written document or a plan which contains strategies in achieving desired goals. Besides, curriculum also contains scopes, sequences, and methods for conducting teaching-learning process.

Moreover, a curriculum is the content, standards, or objectives from which schools hold students accountable. Others claim that a curriculum is the set of instructional strategies teachers plan to use.

Curriculum has four aims based on Richards; they are to provide a clear definition of the purposes of a program, to provide guidelines for teachers, learners, and materials writers, to help provide a focus for instruction, to describe important and realizable changes in teaching. Based on UU RI no 20 tahun 2003 stated that *kurikulum*

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adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran yang digunakan sebagai pedoman penyelenggaraan pembelajaran untuk mencapai tujuan pendidikan itu (curriculum is defined as all planed of learning includes the objectives, content and materials used as a guide to achieve the objective of the instruction of educational institution). The writer concludes that curriculum is a written document which describes objectives, goals, scope and sequences, and systems as a guideline for implementing the teaching-learning process.

b. Syllabus

A syllabus is a reference of the courses that used by the teacher as a guideline for conducting the teaching and learning process. A syllabus should be developed by each school that conforms to schools' vision, situation, and mission. It relates to an operational curriculum or school based curriculum which gives school an authority for developing the syllabus.

The Government also stated that syllabus is a set of plan which covers standard competence, minimum standard competence, materials, activities, indicator, scoring, time allocation, and media. Therefore, a syllabus is a plan or a reference that used by teachers in leading a teaching-learning process of a program and it includes eight elements, such as standard competence, minimum standard

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competence, materials, activities, indicator, scoring, time allocation, and media.

The component that the writer will be used in analyzing the content validity is the indicators from the syllabus, because it is the real form of minimum standard competence that is used for measuring student 's behavior, skills, and knowledge. In addition, it has to be covered in teaching-learning process. The indicators of English subject for the second grade of SMPN 16 Pekanbaru at odd semester are listed as follow:

Standard Competency	Basic Competence
<p><i>Mendengarkan</i></p> <p>1. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari</p>	<p>1.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas</p> <p>1.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta</p>

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	<p>menyatakan perasaan <i>relief, pain, and pleasure</i></p>
<p>2. Memahami makna teks fungsional pendek dan monolog berbentuk <i>reports, narrative, dan analytical exposition</i> dalam konteks kehidupan sehari-hari</p>	<p>2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari 2.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report, narrative, dan analytical exposition</i></p>
<p>4.1 Mengungkap-kan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari 4.2 Mengungkap-kan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report, narrative, dan analytical exposition</i></p>	<p>3.1 Mengungkap-kan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas 3.2 Mengungkap-kan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan</p>
<p>5.1 Merespon makna dalam teks fungsional pendek (misalnya <i>banner, poster, pamphlet, dll.</i>) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari 5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar</p>	

dan berterima dalam konteks kehidupan	
<p><i>Berbicara</i></p> <p>3. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari</p>	
<p><i>Menulis</i></p> <p>6. Mengungkapkan makna dalam teks esei berbentuk <i>report, narrative</i>, dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari</p>	<p>6.1 Mengungkap-kan makna dalam bentuk teks fungsional pendek (misalnya <i>banner, poster, pamphlet</i>, dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> <p>6.2 Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report, narrative</i>, dan <i>analytical exposition</i></p>

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Content Standard for English Syllabus of Junior High School 2006, adapted from
Kemendikbud

B. Relevant Research

The research about content validity has already been done by several researchers.

The first is Ghofur Adrian Sani (2013), did in his research he used qualitative method as his technique data analysis for content validity on English summative test. The result of that the English summative test for the first grade students of Dua Mei Junior High School at even semester academic year 2012/2013 has poor content validity in terms of representativeness although it has fair conformity. It could be seen that the conformity level of the reading and writing skill indicators was 42%. It fell into the level 41-60% which meant “fair”.

Based on the data analysis, it can be concluded that the result of the content validity level of the English Summative Test items for the first year students of Dua Mei Junior High School in the even semester of the 2012/2013 academic year is positioned into fair level. In another word, the English Summative Test does not have a good content validity.

Nurlia (2010), in English summative test of the even semester for the first grade students of MTS Annajah Petukangan to the English syllabus used. This summative test consists of 45 items (40 items of multiple choice and 5 items of essay) the item test that measures the suggested indicators in the syllabus is 38 items and the inappropriateness item is 7 items, it means that the appropriateness items cover 84% from the indicator and the inappropriateness

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item is 16%. The appropriateness percentage obviously falls in to the level of 70- 100% which means good. It can be understood that the English summative test items at even semester on the first grade students of MTS Annajah has good content validity.

Like Nofiyanti(2010), did in her research, she used qualitative method as her technique data analysis for content validity on English summative test. The result of her study was 90% of English summative test that hold in SMPN 87 Jakarta was in line with English curriculum. Furthermore, English summative test item in SMPN 87 Jakarta has reached a good content validity

Ari puji (2015), In this research the writer analyzes based on two points of view. First, related to the percentage, the writer found that the English summative test which is administrated in the second year students of junior high school of PGRI 2 is 55, 5% valid in terms of its conformity with the items test. The items test that represent the suggested indicators in the syllabus are 25 items and the unconformity items are 10 items. So, based on Arikunto's opinion, is means sufficient because the percentage level of 40%-55%. Therefore, the writer concludes that the English summative test of the odd semester on the eight students of SMP PGRI 2 Ciputat has less good content validity. Although based on the percentage of its conformity with the indicators is 55, 5% valid

Fathony (2016), in MTsN Kalijambe in academic year 2015/2016 found that the english summative test the test items forms are divided into two kinds, there are multiple choices and essay. The multiple choices items from

40 items, valid 31 items and invalid 9 items. Then the essay items from 5 items, valid 4 items and invalid 1 item. The items test that represent the suggested indicators in the syllabus are 35 items and the inconformity items are 10 items. The indicator of syllabus that appropriate with the summative test items are 5 indicators and inappropriate 4 indicators.

The researcher concludes that the English summative test items that administrated in the second grade of students of MTsN Kalijambe are 77,78% valid in terms of conformity with indicators of the syllabus. Based on Arikunto's theory, the percentage obviously falls into the level of 61-80% and the interpretation is *Good*. It means the English summative test which is called *Ulangan Kenaikan Kelas Madrasah Tsanawiyah (MTs) Tahun Pelajaran 2015/2016* for the second grade students of MTsN Kalijambe is *Good* in content of validity.

The last relevant study is from Hanik and Fachrurozy(2010), they did a research in 6th grade of elementary school in the public elementary school in Uduwanu district. The finding is the content validity of materials being tested do not cover all the basic competences of School-Based Curriculum, the three test format are reliable, the level of difficulty of each test format is fair, the level of discrimination for the three formats are very good, and the distracters in the multiple-choice format is mostly effective.

The researcher sum up that mostly the researchers use same method in their research. The result presentation of their research mostly same by using the descriptive analysis technique, but the results are different. Mostly the

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validity of the summative test items is not good. Therefore, the writer wants to analyze the validity of the English summative test item in SMPN 16 PEKANBARU.

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