

CHAPTER I

INTRODUCTION

A. Background of the Study

One important aspect in teaching and learning process was measuring students' achievement. It was important because the result from measuring students' achievement will provide wealth of information for giving the future direction of classroom practice, for planning the next courses, and for understanding of each pupil's knowledge. So, teachers will get the information about how successful their teaching and learning processes were. And a tool for measuring students' achievement was a test. Test was one of instrument to measure the students' achievement whether or not they have understood the materials which have been taught. As supported by Ary et.al (2010: 201) who says that tests were valuable measuring instrument for educational research. In addition, Hughes (2003: 13) says that a test was intended to measure students' achievement and the degree of success of teaching and learning process.

Test in general was to find out how well something works and also tells what level of knowledge or skill has been acquired. The existence of the test was important to be applied in teaching activities. Heaton (1990:5) mentions that both testing and teaching cannot be separated. Generally, there were some tests which can determine the students' competence grade in the past of learning activities in the classroom, such as; proficiency test, achievement test, placement test, diagnostic test, and aptitude test. One of those tests was achievement test. There were two kinds of achievement test which were very commonly used by teachers

in the classroom, they were formative test, and summative test. But, the type of achievement test which was used to measure the students' achievement at the end of semester was called summative test.

Summative test was a test to measure the students' comprehension about what they have learnt for one semester and it was held at the end of the course. In summative test, there were so many kinds of test items, such as subjective test which include essay test item, and objective test which include true-false items, multiple-choice items, short-answer items, and matching items. However, multiple choice and essay test items were very commonly used by teachers in the summative test.

According to Heaton a good classroom test will contain both subjective and objective test items (1990:27). But in fact, based on the observation conducted on Wednesday, 26th of April 2017 at SMP Bina Bersaudara Medan, it was found that there was inappropriate test item in summative test. Subjective test item used as the only test item in summative test to measure students' achievement in SMP Bina Bersaudara Medan. There were only 12 number of essay test items in the final examinations. From the observation which has been done, it shows that the English test in final examinations were good enough, but less appropriate, because the test assesses a limited sample of the range of content, so, the other material cannot include in that test, such as; announcement, procedure text, descriptive text, and so on.

From the analysis was an explanation above, the facts showed that essay test item in the summative test was less appropriate to be tested because it cannot

cover the entire topic that have been learnt by the student. Considering the facts above, the development of the test item in the English summative test through the addition of multiple-choice items based on revised Bloom's taxonomy was needed. This test development will make good classroom test, in addition it will also help to get the accurate information about students' competence.

Multiple choice test items can be marked by computer was one important reason for their evident popularity among examining bodies responsible for testing large number of candidates. Multiple choice test items was concerned with students' knowledge of forms of language and how language works. It enables teacher to take the tested material better than an essay test. it can be easy in correcting because it only matches the answer with provided answer key, and the result of objective test was believable because it was evaluated objectively in such item.

But, in designing a test, the teachers should have two criteria of a good test. There were valid and reliable. First, the test must be valid. Valid means the test must measure what it was intended to measure. Second, the test must be reliable. Reliable means the test must be consistent whenever it was tested.

In developing a test, revised Bloom's taxonomy was used as the standard. The Revised Bloom's taxonomy provides an even more powerful tool to fit today's teachers' needs. Today, teachers must make tough decisions about how to spend their classroom time. Clear alignment of educational objectives with local, state, and national standards was a necessity. Revised bloom taxonomy can be useful for course design because the different levels can help the teacher to move the

students through the process of learning from the most fundamental remembering and understanding to the more complex evaluating and creating.

B. Identification of the Study

Based on the background of the study described above, there was one problem identifying as follows:

1. Essay test was less appropriate to be tested because it assesses a limited sample of the range of content.

C. Problems of the Study

Based on the identification of the study, the research will be conducted the development of the English summative test in order to make the better test for the students. The research problem was formulated as follows:

1. What appropriate was the test items for English summative test developed based on revised Bloom's Taxonomy for seventh grade students at SMP Bina Bersaudara Medan?
2. How appropriate was the test items for English summative test developed based on revised Bloom's Taxonomy for seventh grade students at SMP Bina Bersaudara Medan?

D. Objectives of the Study

Based on the problem of the study above, the objectives of the study were:

1. to analyze the English summative test items based on the revised Bloom's taxonomy for seventh grade students at SMP Bina Bersaudara Medan.

2. to develop the English summative test items based on the revised Bloom's taxonomy for seventh grade students at SMP Bina Bersaudara Medan.

E. Scope of the Study

In order to give the best result, this study was focused on developing English summative test based on revised Bloom's taxonomy. Multiple choice and essay test items as the test items would be developed, and the subject of the study was the student in grade seventh from SMP Bina Bersaudara Medan.

F. Findings of the Study

Finding of the study were expected to offer both theoretical and practical significances.

Theoretically, it was expected that findings of the study add the horizon towards the test development theories regarding to the learning objectives or indicators. It was also expected that the findings can be references for future research.

Practically, the findings were followed:

1. The English teachers can arrange a good test in order to measure the students' achievement based on revised Bloom's Taxonomy.
2. Other researchers who were interested to conduct further research regarding to test development.