

CHAPTER I

INTRODUCTION

A. Background of the Study

In teaching learning process, there are some responsibilities that teachers have to do such as planning the materials, preparing the opening until closing of teaching learning process, and doing evaluation. Evaluation is a determining process how far the education's purpose is reached. It means that through evaluation, the result of learning process can be seen whether it succeed or not. Moreover, evaluation is used to measure and evaluate teaching learning activity.

One of the evaluation instruments that teacher need to hold evaluation is test. Through test, teacher can measure how far students' knowledge or understand the lessons in teaching learning process. Hence, the successfulness of the teaching and learning can be seen in the test's result. There are numerous types of test that teacher can use to measure students' achievement in teaching learning activity. The tests used should be appropriate with things that teachers want to measure students' achievement.

Achievement test is a kind of test that is usually used by teacher in order to know how far students understand the lesson. The achievement test is intended to establish how successfully individual students, groups of students, or the course

themselves have been achieving objectives of language course. There are two kinds of achievement test, formative test and summative test. Formative test is a test that is administered during learning process. Meanwhile, summative test is a test that provides information and feedback that sums up the teaching and learning process. It is usually held in the end of learning period. It is intended to show the standard which the students have reached. Besides, it is used to determine the extent to which the instructional objectives have been achieved and it is used primarily to judge the success of the learning progress. In order to measure students' achievement accurately, the teacher should use a good test. A good test will give the real information about students' learning result, and measure the ability of the students. According H. Douglas Brown (2003) stated that a well constructed test should have five main characteristics which involve validity, reliability, practicality, authenticity, and washback.

A test with good validity should be line with syllabus especially with the learning indicator and material suggested and the content of the test must measure what is intended to measure. That is why validity is the most important consideration in test evaluation, because it is used to figure out the quality of the test entirely. There are four types of validity, namely content validity, predictive validity, face validity and construct validity. Content validity is concerned with the material that the students have learned. The test should cover samples of the teaching material given. To fulfill this, the teacher should refer his consideration to the teaching syllabus. According Hughes (2003) stated that a test is said to have content validity if its

content constitutes a representative sample of language skill, structure and etc. According to Thoha (1996:48) stated that content validity deals with the content of test item whether it reflects to the curriculum or not. It can be understood in analysis of content validity we can find how far the students understand about the material delivered by teacher. So, the teacher must careful when they arrange the test because content validity needs a sharp and systematic analysis and it can represent the content of the test that will be examined.

Another important characteristic of a good test is the test should be reliable. Reliability refers to the consistency of score. A test would be considered as a good test if the results or score of test is consistent in how many times the test conducted. For example, if the same group of students took the same test twice within two days without reflecting on the first test they should get the same results on each occasion. If they took another similar test, the results should be consistent. Since a test should fulfill the characteristics of the good test, then it is necessary to analyze the quality of the test itself. The test's quality analysis is an analysis in terms of validity, reliability, practicality, authenticity and washback. The researcher focuses on the content validity and reliability of English summative test.

Based on the researcher's observation and interview towards English summative test items of the eleventh grade, which were designed by English teacher, it had some problems related with content validity and reliability. The tests consists 35 questions of the test. It is contains 30 questions in multiple choice and 5 questions in essay. The test was taken from the English books or LKS, the past exercise and

internet. The English teacher also did not have enough time to analyze and revise the test items of English summative test. For example the learning indicators that are written by English teacher “find the closest meaning from factual report” which is found in items number 14 and 18. They ask students to find closest meaning from factual report. While in the syllabus, the learning indicator asks to “analyze text structure and linguistics to implement text social function factual report to inquire and state about scientific text factual about human, animal, indication and nature and social, simple, according to the context of learning in other subject”. It can be said that learning indicators are not matching in the test. The incompatibility of test items with the learning indicators consequently makes the test less appropriate to measure students’ understanding towards the materials learnt or the test does not have a good content validity. That is why the content validity is very important in test because to measure whether the test had represented the material and learning objectives by looking the learning indicator and material of test. Here examples of questions in the test :

14. What is the closest meaning of the word “destruction”?

- a. ruination c. instruction e. restoration
b. intersection d. construction

18. What is the closest meaning of “extirpated”?

- a. exterminated c. destroyed e. killed
b. died d. lived

So, this research needs to be conducted because based on preliminary data found that the test is not matching with syllabus and learning indicator. Therefore, the English summative test needs to be analyzed whether the criterion of content validity and reliability have been fulfilled. So, a good test must have validity and reliability.

Furthermore, the previous research was done Masrurroh (2014) shows that the English summative test has fair reliability where the test coefficient was 0.677 and the test has bad content validity. She used quantitative descriptive as a method of research.

Considering the explanation above, the writer wants to analyze both the content validity and the reliability of the English summative test items for the eleventh grade students in the academic year 2018/2019.

B. The Problems of the Study

Based on the background of the study described above, the problems of the study forwarded as the following:

1. How is the content validity of the English summative test for the eleventh grade students at MAS YMI Sinaksak in connection with learning indicators in the odd semester and even semester?
2. How is the reliability of English summative test of the eleventh grade students in odd semester and even semester?

C. The Objectives of the Study

Based on the research problems, the objectives of this study are :

1. To describe the content validity of English summative test for the eleventh grade students in suitable with their indicators in odd semester and even semester.
2. To find out the reliability of English summative test for the eleventh grade students in odd semester and even semester

D. The Scope of the Study

This study which is entitled "*Content Validity and Reliability of English Summative Test of the Eleventh Grade Students*". The test consists of thirty multiple choice items and five essays. In this study the researcher will focus on identifying the content validity and the reliability of English summative test.

E. The Significances of the Study

The findings of this study are expected to provide information which may have theoretical as well as practical values or significances.

1. Theoretically

The benefit of study is this study can be used to describe that the summative test has a good content validity.

2. Practically

This study is expected to give a description, suggestion, and advice to create test with good content validity and reliable for the reader especially English teacher and it can help for further research.