

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

A teacher needs to design a proper test toward the lesson that the students have been learned in order to know students' achievement. Test can help to diagnose students' competence during the learning process. To construct a good test, a teacher needs to work hard. Brown (2004: 4) states that a test is prepared administrative procedures that occur at identifiable times in a curriculum when learners muster all their faculties to offer peak performance, knowing that their responses are being measured and evaluated. To produce a good test, a teacher must follow the available syllabus and deal with many references related to the rules on how the test items should be made. As a result, the teacher is not allowed to make a test based on teacher's own desires without referring to the syllabus. A teacher had to consider the quality of a test while creating an effective test. In this case, a test must possess two important characteristics, namely validity and reliability. This means that a test has to be well constructed by considering the validity and reliability of the test in order to provide an accurate measure of the test-taker's ability within a particular domain and to ensure the test is appropriate to what was taught in the class.

In teaching English in the class, there are four skills that should be mastered by the students. One of them is reading skill. In measuring the reading skill, the teacher needs to design a good and an appropriate test.

In reading, questions establish a basis for identifying and clarifying a reader's purpose; this influences the method of reading, degree of comprehension, reading rate, and the skills employed. In teaching situation, students' concepts of reading are largely influenced by the type of questions their teacher ask. Adler and Doren (1972: 16-19) conceptualized that there are four level of reading skill namely elementary reading; inspectional reading; analytical reading; syntopical reading. Kinds of that level can be distinct from one another while levels denote a notion of embeddedness with lower levels to higher level.

Grabe (2009:14) explains that reading is centrally a comprehending process. We read to understand what the writer intended to convey in writing, though we also do more. Comprehension occurs when the reader interprets the meaning of the text and combines it with the readers' background knowledge.

Burn (1996: 255) states that there are three domain three kinds of reading comprehension namely literal, inferential, and evaluative. Literal comprehension, or acquiring information that is directly stated in a selection, is important in and of itself and is also a prerequisite for higher level comprehension; Inferential or interpretive reading is reading between the lines or making inferences; and Evaluative comprehension is evaluating written material-comparing the idea discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness, and timeliness.

In addition, Hughes (2003:13-14) states that to measure students' achievement, there are two kinds of achievement test namely formative and summative test. Formative test is designed to measure students' achievement during the learning process whether or not the students have already understood a particular material. Summative test is designed to measure students' achievement at the end of a course of study which the purpose is to know how successful students have mastered the previous materials of a long period. In order that, a good summative test must be contain some questions such as structure and written expression; and reading comprehension. In summative test, there are so many kinds of test items, such as subjective test which includes essay test item, and objective test which includes true-false item, multiple choice items, short-answer items, and matching items. However multiple choice and essay test items are very commonly used by teachers in the summative test.

In summative test, multiple choice and essay test items are very commonly used by teachers. Multiple choice test items is concerned with students' knowledge of forms of language and how language works. It enables teacher to take the tested material better than essay test. It can be easy in correcting because it only matches the answer with provided answer key, and the result of objective test believable because it is evaluated objectively in such items. Then, summative test is a kind of test used by teacher in measuring the students' reading skill.

Therefore, in designing a test the teacher should have two criteria of a good test, namely valid and reliable. The validity of test means that the test

must measure what it is intended to measure. Then, the reliability of test means that the test must be consistent whenever it was tested. In developing test especially reading test, revised Bloom's Taxonomy is used as the standard. It provides an even more powerful tool to fit teachers' needs. Revised Bloom Taxonomy can be useful for course design because the different levels can help the teacher to make the students through the process of learning from the most fundamental remembering and understanding to the more complex evaluating and creating. According to Anderson and Karthwol (2001), in revised Bloom's taxonomy there are four categories of knowledge such as factual, conceptual, procedural, and metacognitive. The factual knowledge refers to the basic to specific discipline; conceptual knowledge refers to knowledge of classification pertinent to a particular disciplinary area; procedural knowledge refers to information that helps students to do specific discipline; and metacognitive knowledge refers to the awareness of particular cognitive process. There are also six cognitive processes in the revised taxonomy are remember, understand, apply, analyze, evaluate, and create. In revised Bloom's Taxonomy, there may include the level of questions from lower order thinking questions to higher order thinking questions. For the level of lower order thinking question, it includes remember, understand, and apply. Then, for the higher order thinking question, it includes analyzing, evaluating, and creating. Therefore, to know students' reading achievement the summative test should include some questions from lower-order-thinking to higher-order-thinking based on revised Bloom's Taxonomy.

Based on the observation of summative test used by English teacher at SMA Negeri 1 Binjai to measure students' achievement especially in reading comprehension, the questions were inappropriate to be a good summative test because the test only consists of five questions for reading questions meanwhile those questions could not measure students' reading achievement because the test assessed a limited sample of the range of the content, so the other material especially for the reading material test could not include in that test. Moreover reading is one of English skills that should be mastered by the students. Therefore, it was needed a good test to measure students reading achievement. Then, based on observation showed that the teacher tended to assess the students' ability by using a test which was not appropriate with the syllabus but based on teachers' own desire. Therefore, the objectives of the study based on syllabus could not be measured. The following figures are the examples of summative test that the teacher used to measure students' English achievement especially in reading comprehension.

Soal kelas XI IA 1

Bahasa Inggris

SMA NEGERI 1 BINJAI

A. Read the text and answer the questions

**To All Third Grade Students**

All libraries books have to be returned on the twenty-second of May 2012. They should be covered with non-colorful wrapping plastic. Lost book must be replaced with the ones of similar subjects. Fine will be charged to the late return of the books. Students who have handed back all the books will get receipts that have to be submitted to to the administration officers.

Library staff

1. What is informed on the announcement?
2. What will happen if the book you borrowed is lost?
3. From the text, When will it be held?
4. Who sent the announcement?

B. Combine the pair of each simple sentences to be complex sencece by using "who,whom,which,that"

5. John bought a boat. The boat cost thirty thousand dollars.
6. John is the man. We are going to recommend John for the job.
7. John found a cat. The cat's leg was broken.

C. Fill in the blank line below so that it becomes the correct adjective clause sentence

8. The man ..... lives across the school is my uncle.
9. Give me reason.....you leave me alone!
10. Ball .....Is located in Indonesian, was may favourite destination to visit

Figure 1.1 Example of English Final Test in SMA Negeri 1 Binjai

From the analysis above, the fact showed that essay items in the summative test were inappropriate because it didn't contain the entire topic that have been learnt by the students especially for the reading comprehension test. Not only that, the summative test was also inappropriate with the grade of students based on the syllabus. For example, in the summative test was about *announcement* and focus on grammar while in syllabus that attached in the appendix, there was no

topic about announcement for eleventh grade students. Therefore, the students would not achieve the learning objectives that were appropriate with syllabus as a general guidance of the teachers in teaching English especially reading skill. Moreover, the teacher might use the other topics based on syllabus for the eleventh grade students. For instance, the teacher might use the topics about invitation, exposition text, personal letter, and explanation text.

Considering the facts above, the development of the test item especially for the reading test in the English summative test through the addition of multiple choice items based on revised bloom's taxonomy was needed. This test development would make a good test especially for covering the reading comprehension test. In addition, it would help also to get accurate information about students' reading competence.

### **B. The Problem of the Study**

Based on the background of the study, the problem of the study is formulated as the following:

“How are reading questions of summative test developed for the eleventh grade students at SMA Negeri 1 Binjai?”

### **C. The Objective of the Study**

Based on the problem of the study, the objective of this study is:

“To develop reading questions of summative test for the eleventh grade students at SMA Negeri 1 Binjai.”

#### **D. The Scope of the Study**

There are two kinds of achievement test used in measuring students' achievement such as formative test and summative test. This study was limited on the developing of reading questions of summative test especially for the eleventh grade students at SMA Negeri 1 Binjai.

#### **E. The Significances of the Study**

The finding of the study were expected to give theoretical and practical contributions, as follows:

1. Theoretically, this research was expected to be a source of information for further research related to English summative test. The finding of this research was also expected to enlarge the readers' knowledge in designing a good test to evaluate students' achievement especially in reading skill.
2. Practically, this research could be beneficial for: (1) The teachers: this study was aimed to help teachers in evaluating the students' achievement; (2) The other researchers; this study was intended to be one of their resources to make other developing test, and give additional information for the next related study.