

# CHAPTER I

## INTRODUCTION

This first chapter describes about the Background of the Study, Reasons for Choosing the Topic, Problem Question, Objective of the Study, Limitation of the Study, Significance of the Study, Definition of the Key Terms, Organization of the Research.

### **1.1 Background of the Study**

Education is a tool to achieve the success for everyone. A country is called “the literate nation” if it aware of education. Education comes from the basic word *educate* which means to facilitate learning or acquire knowledge, skills, values, belief and habits. In other word, education is an effort that is done consciously and deliberately to change human behavior either individuals or groups to nurture the human being through the efforts of teaching and training. Teaching is an interaction that involves between teacher and students where they have a different function, namely the teacher as a person who delivers knowledge, trains and gives instructions, designs learning in the teaching etc. and students as learners who receive knowledge and instructions in the teaching. As agent of human behavior change, the teacher is expected to have some competences to overcome the problems that occur in the process of teaching activities to achieve the goal of teaching. Robert A. Roe (2001:73) argues “Competence is defined as the ability to adequately perform a task, duty or role. Competence integrates knowledge, skills, personal values and attitudes. Competence builds on knowledge and skills and is acquired through work experience and learning by doing”, those

competencies can be done by doing some activities like competency of knowledge; it can be done by doing evaluation.

In teaching and learning process, teachers should be trained in doing evaluation learning in order to evaluate the learning outcome of students. Bachman (2004) says that evaluation which involves in making value judgments and decisions can be best understood as one possible use of assessment, although judgments and decisions are often made in the absence of information from assessment. Thus, evaluation is an important aspect of teaching-learning process in which the teachers judge a whole aspect, such as: the materials, the methods, the techniques, and the objective of its school.

Regarding the evaluation, one of the ways to evaluate is by taking the test. This test can be a teacher-made test or standardized test. In teacher-made test, the teachers who make the test should know and master the principles and the steps that must be done in making the test. By mastering them, the teachers will get clear instructions about the general systematic framework of evaluation.

There are many types of test. Douglas Brown (2004) classifies test into five of test; aptitude test, proficiency test, placement test, diagnostic test and achievement test. In addition, the test which is usually used by teacher to know how far students have mastered the lesson is called an achievement test. It is intended to establish how successful individual students have been in achieving objectives of language course. There are two kind of achievement test; progress achievement test and final achievement test. Progress achievement test intends to measure the progress of students while final achievement test or summative test intends to measure the students'

achievement at the end of course of the study (Hughes: 2003). Progress achievement tests carried out with the aim of improving productivity as a basis for learning and teaching while the final achievement test was conducted to determine the outcome of students in certain programs as the successful of students in the end of the educational program and teaching. Final achievement test are often prepared by teachers and students very well, so it can be achieved optimally. Because of that reason, this study takes the final achievement test as part of the research.

Giving the precise test can be done by constructing the good test. It is not too easy to construct because there are some requirements or characteristics that must be fulfilled to make a good test. Validity is one of general consideration in the test evaluation that is always important. It is important because it can give some information whether the test measures what is supposed to measure and whether the test measures consistently and accurately. Arthur Hughes (2003) mentions that validity has four specifications. Those are face, content, construct, and criterion related validity. They are simply considered to be convenient categories for accumulating evidence to support the validity of an interpretation. Content validity is often addressed in academic where test items need to reflect the knowledge actually required for a given a topic.

Test needs to be analyzed whether the test items have been able to measure their students' ability based on the indicators that suggested in the syllabus and materials that have been students studied. From this case, this research focused on the analyzing the English summative test on the content validity.

## **1.2 Reasons for Choosing the Topic**

There are some reasons for choosing this topic because there are some problems that happened, such as;

1. Teacher makes the test do not measure what should be measured because he/she just focused in one objective
2. Students got the tests which have no correlation with what they have been studied, so they find the difficulties when they finish the test

## **1.3 Research Question**

Based on the background of the study, the writer was interested in analyzing the content validity of English summative test at the first grade students' of SMA Islam Raudhotut tholibin. The question is

1. How many indicators represent by test items of the content validity?

## **1.4 Objective of the Study**

In accordance with the problem question, the objective of this study is

1. To describe whether each test items of the summative test for the first grade students of SMA Islam Raudhotut Tholibin represent the indicators as suggested its syllabus as an indicator of the content validity.

## **1.5 Limitation of the Study**

This study limited on some points, as follows:

1. The validity of English summative test would only be content validity
2. English Summative test which would be used is an even semester test in SMA Islam Raudhotut Tholibin in Demak
3. The content validity focused only on Basic Competence for reading and writing.

### **1.6 Significance of the Study**

The results of this study are expected to contribute to two important elements of education and the next researcher, the detail significance information is explained in the following paragraphs.

First, by seeing the result of this research English teacher hopefully will pay more attention to construct the item test, so the test was appropriate with their students' need, the aims and objectives of the school. In addition, teacher can measure what should be measured of her / his students. It means that teacher measures the students' ability by the test based on the materials that have been studied by students.

Second, it hoped that this paper can enhance the principal of school in managing, controlling, and evaluating the teaching and learning process like organize the validation of the tests that will be given to student, so it can lead the success of the students at school.

Third, the result of this research can be a reference for the next researchers who are interesting in developing similar study.

### **1.7 Classification of the Key Terms**

Summative test is a test to evaluate the students' comprehension about what they have been learnt for one semester and it is usually held at the end of a course. According to Cambridge Dictionary states that summative test is a test taken on a subject at the end of a school year or course. Meanwhile, Wood (2005) defined "A summative test is a test that measures the sum total of what a student have learnt at the end of a course of study."

Content validity tells about the content of test. Polit and Beck (2006) understand content validity as the extent to which an evaluation instrument contains an adequate sample of items for the construct assessed. Another expert, Hughes (2003) claims that content validity is related to how adequately a test covers representative behavior which it is concerned.

### **1.8 Organization of Final Project / Research Report**

This final project is divided into 5 chapters;

In chapter one, research discusses about Introduction which includes Background of the Study, Reasons for Choosing the Topic, Problem Question, Objective of the Study, Limitation of the Study, Significance of the Study, Definition of the Key Terms, Organization of the Research.

In chapter two, research discusses about Review of Related Literature. This chapter is divided into six sub chapters. The first of sub chapter was talking about The General Concept of Language Test. The second of sub chapter was talking about the Test Evaluation which describes about the characteristic of the test. The third of sub

chapter is talking about the Validity of the Test. The fourth of sub chapter was the deeper explanation about Content Validity. The fifth of sub chapter was talking about the Previous Studies. The last of sub chapter was about Theoretical Framework

In chapter three, this part discusses about Method of Study which includes Method of Research, Object and Subject of the Research, Instrument of the Study, Technique for Collecting Data, and Technique of Data Analysis.

In chapter four, the research discusses about the Research Finding and Discussion which includes the description of the data, the description of the reading and writing test items and content analysis.

In chapter five, the research elaborates the conclusion and suggestion related to the problem