

**AN ANALYSIS ON THE CONTENT VALIDITY OF
REGIONAL ENGLISH TEST ITEMS OF SMP NEGERI
2 KEBAKKRAMAT KARANGANYAR**



RESEARCH PAPER

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CHAPTER I

INTRODUCTION

A. Background of the Study

In teaching learning process, the teachers should have and be able to master four language skills: listening, speaking, reading, and writing. By mastering them, the teacher will be successfully in conveying each material. In teaching learning process, the teachers are able to master the materials and to give the explanation clearly. They convey the materials from early until the end of teaching learning period. They have to give evaluation of the material which has been explained before they close the meeting. So, the students understood what the message of the material.

After the teachers give some materials to student's steps by steps, they need evaluation for indicating how far the students are able to understand the material. They make and give a test to measure the ability of the students. Test is an activity used to measure the ability of the students in teaching learning process. It is usually done after the teachers or the curriculum of the school's material finished. There is a set of techniques, procedures, test items that constitute an instruments of some sort. A test has the purpose of measuring. A method is used to measure a student's ability or knowledge in a given area of the students (Brown, 1994: 252).

There are two kinds of instruments in language testing; they are teacher made-test and standardized. First, teacher made-test is the instrument of choice to appraise outcomes of local classroom instruction. Teacher made-test is usually called classroom test. It is generally prepared, administered, and scored by one teacher. Second, standardized achievement test provides information of local achievement compared to national norms. For example, Regional test; it is a test made by a team of teachers in certain subject in one area or one region. So, this test has different test items in every area or region.

In teaching learning process, teaching in the class has influence to test because it has correlation. Every test form is usually influenced by the language teaching method and theory of language. Language test should have the qualities of a good test. The qualities of a good test are practicality, reliability, and validity (Gronlund, 1985: 55).

Practicality refers to the relationship between the resources will be required in the design, development, and use of the test and the resources will be available for these activities. In another word, it is a matter of the extent to which the demands of the particular test specifications can be met within the limits of existing resources. A test can be called practical if a test is implemented within the means of financial limitations, time constrains, ease administration, scoring and interpretation.

Reliability concerns with the consistency of the test scores. Test can be called reliable if a same test is used to measure the students' achievement implemented in same students and in different situation, the result of the test is consistent. Most simply put, a test is reliable if it is consistent within itself and across time.

Validity is the most complex criterion of a good test. It refers to the degree to which the test actually measures what it claims to measure. Test validity is the extent to which inferences, conclusions, and decisions made on the basis of test scores are appropriate and meaningful. There are three major classification of validity: empirical validity, content validity, and face validity.

Empirical validity is test scores used to predict future performance or to estimate current performance on some valued measure other than the test itself. For example, reading readiness test scores might be used to predict pupils' future achievement in reading, or a test of dictionary skills might be used to estimate pupils' current skill in the actual use of the dictionary.

Content validity concerns the adequacy with which the test items adequately and representatively sample the content area to be measured. Content validity is a systematic analysis of the test's content to see whether the test contains a representative sample of the relevant language skill. A standardized achievement test is judged as having content validity when its content represents the curricular goals of those using the test. For example,

based on School Based-Curriculum, test will measure the students' achievement in identifying generic structure of narrative text. The examples of items test measuring this ability are as follow:

The Ant and The Grasshopper

In a field one summer day a grasshopper was hopping about, chirping, and singing to its heart's content. An ant passed by, bearing along with great toil an ear of corn he was talking to the nest. "Why not come and chat with me" said the grasshopper. "Instead of toiling and moiling in that way".

"I am helping to lay up food for the winter" said the ant, "and recommend you to do the same." The grasshopper said, "Why bother about the winter?", "We have got plenty of food at present."

But the ant went on its way and continued its toil. When the winter came, the grasshopper had no food. It found itself dying of hunger, while it saw the ants distributing everyday corn and grain from the stores they had collected in the summer. Then the grasshopper knew that it was better to prepare the future.

- (1) What did not the grasshopper do during the summer time?
 - a. Chirping loudly
 - b. Hopping about
 - c. Singing happily
 - d. Looking for food
- (2) Why was the ant toiling and moiling food? Because . . .
 - a. It is difficult to find food in the winter
 - b. It was good to chat with the grasshopper
 - c. It got plenty food during summer time
 - d. It had no food to eat from nowadays

Taken from English Test on grade 8th class in SMPN 2 Kebakkramat

From the indicator of School Based-Curriculum, the test items show that the test items represent the sample of the content area of students' achievement to be measured. So, by comparing the test items and indicator in School Based-Curriculum, the test items are called valid.

Face validity refers to the degree to which a test looks right and appears to measure the knowledge or abilities based on the subjective judgment of the examinees who take it. Face validity is almost always perceived in terms of content: if the test samples the actual content of what the learner has achieved or expected to achieve, then face validity will be perceived.

English teaching learning process is complex; it needs certain elements in supporting them in order to achieve the main goals successfully. Especially, teaching materials are used to construct test items should be appropriate with the curriculum in the school. In Indonesia, School Based-Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP*) is implemented in elementary and middle school. It is the newest curriculum to replace the Competency Based-Curriculum with some change. This change occurs in every lesson that must be taught in every educational level. School Based-Curriculum is implemented in Indonesia based on *Undang-Undang No.20 Tahun 2003* in Indonesia. It has different implementation because the development itself depends on the capability of every school, the potential and characteristics of region, and the social cultural background of the students.

Nowadays, we find there are some test items which do not fulfill the requirement for a good test. The test items only reflect the understanding about the fact of the lesson and perceptions of the goals of education which are not shared by all educators. In cases where the testees do not have a

specific purpose of the language that they are tested on directed toward general social situations where they might be in a position to use English. So, the researcher is interested to conduct this research of the test item that will be seen by syllabus as an indicator of School Based-Curriculum.

Based on the explanation above, the researcher will discuss the content of test to measure whether or not the test items are valid. The researcher wants to describe and explain the content validity of Regional English test items for the first and second semester of grade eight students in Karanganyar Regent 2009/2010 academic year. The researcher has a title which will be developed to be a research “AN ANALYSIS ON THE CONTENT VALIDITY OF REGIONAL ENGLISH TEST ITEMS OF SMP NEGERI 2 KEBAKKRAMAT KARANGANYAR.”

B. Problem Statement

The researcher describes the problem of his research in this study: “What is the content validity of Regional English Test Items based on School Based-Curriculum?”

To answer the question above the researcher raises some subsidiary research question as follow:

1. What is the content validity of reading test items based on School Based-Curriculum?
2. What is the content validity of writing test items based on School Based-Curriculum?

C. Limitation of the Study

Based on this research of content validity, the researcher has a mind to get a good result of this research. The researcher focuses on analyzing the content validity of Regional English test items of grade eight students of junior high school in Karanganyar region 2009/2010 academic year based on syllabus of School Based-Curriculum. The English test items consist of first and second semester. For the first semester consists of 50 items of multiple choice, then second semester consists of 45 items multiple choice. So, the total of the test items is 95 items. But, in analyzing this test, the researcher only focuses on the reading and writing skill because the test items of grade eight students only measure both skills. The curriculum which is used as indicator is taken from School Based-Curriculum in SMP Negeri 2 Kebakkramat.

D. Objective of the Study

Based on the problem statement, the researcher has objectives to describe and explain the content validity as follow:

1. To describe the content validity of reading test items based on syllabus of School Based-Curriculum that the students are expected to understand the short functional text and short simple essay.

2. To describe the content validity of writing test items based on syllabus of School Based Curriculum that the students are expected to express the short functional text and short simple essay.

E. Benefit of the Study

There will be two benefits of this study; they are theoretical benefit and practical benefit:

1. Theoretical Benefit

This study gives contribution to the larger body of knowledge and additional information to teaching research especially those dealing with the validity test.

2. Practical Benefit

- a. The finding of the research can help the teachers to organize, develop, or select the good test for their students.
- b. The finding of the research can improve the developing of a good quality of test.

F. Research Paper Organization

The researcher makes an organization of this research paper in order to make an easy understanding.

Chapter I deals with introduction, it consists of background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II deals with previous study and review of related literature which consists of language testing and School Based-Curriculum.

Chapter III is research method which consists of type of the study, data and data sources, object of the study, technique of collecting the data, technique for analyzing the data.

Chapter IV findings will present result of analysis and discussion.
Chapter V consists of conclusion and suggestion.