

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

The teacher's primarily role in the classroom is to teach. Whether she/he succeeds may be ascertained by the intellectual growth and development of his/her pupils. In order to gauge this progress the teacher must institute evaluative techniques. These techniques include oral and informal procedures. All of these procedures aid the teacher in evaluating pupil progress.

In education, goals are identified on the basis of students and society's needs. Evaluation must be done because education is not automatically successful. The core of evaluation is then to evaluate the success of the students which is periodically gathered in terms of the objectives.

Every subject needs an evaluation of the course to measure the student's achievement of the goal that has been taught. Evaluation is important to many facets of school programe. Evaluation has two importances, they are to know wether the education plan has been achived as good as possible to improve and to intend teaching leaning process. It contributes directly to the teaching learning process used in classroom instruction. The main purpose of classroom instruction is to help pupils achieve a set of intended learning outcomes. The main emphasis, then, is the

pupil and his/her learning progress. To obtain the accurate information concerning the student's achievements, the test should be valid, reliable, and usable. Tuckman (in Nurgiyantoro 2001: 98) states that the good of test instrument should be responsible about validity, reliability, and usability. Beside that, he/she also adds the good test must be appropriateness and interpretability. This means determining what is to be measured and defining precisely that the test items should be able to measure what is intended to measure. It also means specifying the achievements domain in such a manner that the sample of test task will represent total domain of the achievement.

Test validity refers to the degree to which the test actually measures what it claims to measure. Test validity is also the extent to which inferences, conclusions, and decisions made on the basis of test scores are appropriate and meaningful. The teaching learning process must be appropriate with the goal of education and material must be clear pondering a way to achieve a goal. To measure the goal there is a test to describe and interpret the relevant and representative sample of the pupil achievement domain to be measured. A test is one of the evaluation instruments to describe and measure the education goal achievement. In this case, the validity is very important component.

Validity is the extent to which an instrument really measures what it is supposed to measure. A test can be considered to be valid if it can precisely measure the quality of the test. The knowledge of test validity can help us to tell what we can infer about a person from a score on a test. While Gronlund

(1998: 57) states that validity is a matter of degree. We should avoid thinking of evaluation results as valid or not valid.

From the explanation above, the researcher is interested in conducting a research entitled **A Descriptive Study Validity of Localing English Test of the First Year Used at SMP Muhammadiyah Suruh-Salatiga 2009/2010 Academic Year.**

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

Based on the background of the study the problems that are solved in this research are as follows:

1. What are the types of the test item that is used at *SMP Muhammadiyah Suruh*?
2. Is the test item used at *SMP Muhammadiyah Suruh* match the competencies which want to be measured in the syllabus?

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

The objectives of this study are as follows:

1. to describe the types of the test item that are used at *SMP Muhammadiyah Suruh*.
2. to describe whether or not the test item used at *SMP Muhammadiyah Suruh* match competencies which want to be measured in the syllabus.

#### **D. Limitation of the Study**

In analyzing the data, the researcher only analyzed more specifically the content validity of localing English test of the first year used at *SMP Muhammadiyah Suruh-Salatiga* 2009/2010 academic year because this research tries to find the types of the test item that are used in localing English test and to find accordance of the test items of the localing English test with the syllabus applied.

#### **E. Benefit of the Study**

The writer hopes that the result of this research gives the benefits as follows:

##### 1. Practical Benefit

- a. The finding of the research can be useful for the teachers as a guide to organize, develop or selected the valid English test items for their students in the learning process.
- b. This study can improve the students or the learners' knowledge particularly on English learning.
- c. This research is developed as a starting point to carry out the other research especially on English teaching evaluation.

##### 2. The Theoretical Benefit

The finding of the research could be some input for futher improvement in developing a better quality of the English test items.

## **F. Research Paper Organization**

The research paper organization consists of chapter I until chapter V.

Chapter I is Introduction. It consists of background of the study, problem of the study, objective of the study, benefit of the study and research organization.

Chapter II is review of related literature. It delivers the of previous study, the notion of language testing, notion of test, kinds of test, a good test, basic principle of achievement test and the notion of curriculum.

Chapter III is research method. It presents of type of the research, object of the research, data and data source, method of collecting data and technique for analyzing data.

Chapter IV discusses research finding and discussion.

Chapter V draws conclusion and suggestion.