CHAPTER I

INTODUCTION

A. Background of the Study

In teaching learning process, teacher always gives materials to the students. He/she teaches the materials until the end of teaching learning period. In the end of teaching learning process, teacher usually makes evaluation because every subject needs it to measure the students' achievements of materials that have been given. When a teacher evaluates the subject materials of the students, the teacher needs a test. In other words, we can say that a test is a method of measurement. To obtain the accurate information concerning the students' achievement, the test which is given to the students must have the qualities or characteristics. (http://www.indoswara.com/view.php?pg=2010/10/17102010/9561 acces 1 January 2012 at8.21

Test is a systematic procedure for observing one's behavior with the aid of numerical device or category system. There are two types of test; they are teacher- made test (informal) and standardized test (formal). First, teacher- made test is a test made by a teacher implemented in his/her classroom. Teacher- made test is usually called classroom test. It is generally prepared, administered, and scored by one teacher. Second, standardized tests are tests which are prepared by professional testing to serve the assistance of institutions in selection, placement, and evaluation of the students. Standardized test is designed to be used with thousands and

sometimes hundreds of thousands of subjects throughout the nation or the world, and prepared by team of testing specialists with no personal knowledge of the examinees and no opportunity to check on the consistency of individual performance.

Teaching materials which are used to make the test items should be appropriate with the curriculum in the school. In elementary and middle school, the curriculum which is implemented in School Level-based Curriculum. It is the newest curriculum in Indonesia to replace the Competency-based Curriculum with some changes. The implementation of curriculum between one school to other schools is different because the development of it depends on the capability of its school, the potential and characteristics of region, and also the social cultural background of the students.

The researcher is interested in conducted research about the test items that will be seen by using indicators. Based on the description above, the researcher will discuss about content validity of test to measure whether or not the test which is done in SMK DWIJA DHARMA BOYOLALI corresponds or not. The researcher takes UN English test items in SMK DWIJA DHARMA BOYOLALI because its school has a good rank in educational system as a school that includes School of National Standard (Sekolah Standart Nasional).

Nowadays, the researcher finds that there are some test items which do not fulfill the requirements of a good test. The test items only reflect the

understanding about the fact of the lesson. They only reflect particular perceptions of the goals of education which are not shared by all educators. So, the researcher is interested in discussing content validity of test. The test is used to measure whether the Final English Test in SMK DWIJA DHARMA BOYOLALI has relevance with School Level-based Curriculum or not.

B. Problem Statement

Based on the title and the background of the study, the writer formulates the following problems:

1. Does the content of the English test items in *UN* 2010/2011 Academic Year correspond with School based Curriculum or not?

2. Does the content of the English test items in *UN* 2010/2011 Academic Year correspond with the distribution of their cognitive level in Bloom's Taxonomy ?

C. Limitation of the Study

To make this research specific, the researcher only focuses on reading and writing skills in analyzing the content validity of the English test items in SMK DWIJA DHARMA BOYOLALI for students in twelfth level in 2010/2011 academic Year based on the syllabus in School based Curriculum which is implemented on it.

D. Objective of the Study

Based on the problem stated above, the objectives of the study are as follows:

1. To describe of the English test items in *UN* 2010/2011 academic year based on School based Curriculum which is implemented on SMK DWIJA DHARMA BOYOLALI, especially in reading.

2. To describe the English test items in *UN* 2010/2011 academic year based on distribution of cognitive level in Bloom's Taxonomy including knowledge is recalling data or information, comprehension is understanding the meaning, translation interpolation, and interpretation of instructions and problems, application is using concept in a new situation or unprompted use of an abstraction. It is applied what was learned in the classroom into novel situations in the work place, analysis separates of material or concepts into component parts so that its organizational structure may be understood. It distinguishes between facts and inferences, synthesis builds a structure or pattern from diverse elements. It puts parts together to form a whole, with emphasis on creating a new meaning or structure, and evaluation makes judgments about the value of ideas or materials,.

E. Benefit of the Study

By applying this research, the researcher hopes that there will be some benefits as follows:

1. Theoretical Benefit

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

2. Practical Benefit

   a. English Teacher

   The English teachers must be consider with the qualities of good test when they are organizing, creating, and developing the materials to construct the test. So, they can avoid the low quality of test in the future when they give test items to the the students. It should be done because the test will be given to the students must cover all of the materials which have conveyed by the teachers and can achieve the goals.

   b. Test developers

   The test developers should realize when they construct the test items in the future because there is low quality of the test today. They should look for the requirement to construct good test itemsin order that the test which is constructed fulfills and it is appropriate with the indicators in curriculum. So, the student can reach the archievement of the indicators as a hope of educational system.

   c. government

   The government should supervise and give training for teachers and test developer to construct good test in order they can get more

experiences in constructing a good test that is suitable with criteria what to achieve.

F. Research Paper Organization

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

Chapter I is introduction, which presents 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 is previous study and review of related literature which consists of language testing, the Curriculum and Bloom's Taxonomy.

Chapter III research method which deals with of type of the study, object of the study, data and data source, method of collecting data, technique for analyzing data.

Chapter IV research result and discussion. The research results are divided into to describe of the English test items in *UN* 2010/2011 academic year based on School Level-based Curriculum which is implemented on SMK DWIJA DHARMA BOYOLALI, especially in reading and to describe the English test items in *UN* 2010/2011 academic year based on distribution of cognitive level in Bloom's Taxonomy including knowledge, comprehension, application, analysis, synthesis, and evaluation.

Chapter V consists of conclusion and suggestion