

CHAPTER I

INTRODUCTION

A. Background of the Study

English has an important role in Indonesia as a significant means of transferring and developing science and technology, art and culture. As a foreign language it has social and communicative functions within the community where it is learned. It is also used to establish good relation with other countries and nation and help Indonesian people to create a good atmosphere in almost every aspect of their everyday lives.

English as a foreign language is taught from elementary school to university. English teaching learning activities are complex, and needed some efforts in order to achieve the main goals. It is conducted to enable the learners master English as a second language and they are expected to achieve certain objectives.

Student should be able to recognize the topic in any situation. They must also be able to use the words correctly to express their ideas and feeling through speech. Test is one of the instruments to measure the achievement. English test helps student to master the language. The students are helped when they study for exams and again when the results are returned and discussed. Madson (1983: 5) says that good English test also helps students learn the language by requiring them to study hard, emphasizing course objectives and showing them where they need to improve. Moreover, Madson (1983: 6) maintains that properly made English test assists to create positive

attitudes toward instruction by giving students a sense of accomplishment and a feeling that a teacher's evaluation of them matches what he has taught them.

Even though English is important in communicative use, the ability to develop communication among senior high school students is still encouraged. There is state examination given to the last year's student degree at the end of an academic year. English is one of the subjects which are tested in the state examination for senior high school. This test is called summative test.

Summative test usually comes at the end of a course of instruction. This test is designed to know how well teachers achieve their course objectives. As stated by Gronlund (1982: 12), summative test is a test which typically comes at the end of course (or unit). It is designed to determine to the extent to which the instructional objectives have been achieved and used primarily for assigning course grades or certifying pupil mastering of the intended learning outcomes.

Meanwhile, Thoha (1994: 48) states that summatives test is generally made based on teaching material given for one quarterly or one semester. Thus, summative test has more materials content than formative test that is usually given in the end of lesson (as a feedback). While state examination is one of the summative tests which is given to the last grade of an educational levels. It is usually made by National Educational Department.

State examination of English test evaluation is measured based on the instructional and whether the method is appropriate for conveying the

objectives and achieving the intended learning outcomes. The result is used to know the success of the student in academic competence.

Gronlund (1982: 55) says that all of the measurement should possess certain characteristics. The most essential of these are validity, reliability, and usability. The term usability refers to the practicality of the testing procedures. Related to the title, the research primarily deals with the content – validity of state examination items. Test validity means the ability of a test to measure what is supposed to be measured. A test can be considered to have good quality if it can precisely measure the validity of the test content based on curriculum.

From the illustration above it can be inferred that the mastery of English is inevitably needed to develop student's communicative capability. The basic rationale for choosing the title of the research paper is: state examination is one of the instruments to measure student's achievement in English mastery, so it is important to know whether the students have enough capability in their communicative competence. As Gronlund (1982: 79) says, a careful examination of test item will indicate whether the test appears to measure the subject-matter content and the mental functions that the teacher is interested in testing. Based on the rationale above, the writer is interested in researching "*The Quality of State Examination of English for Senior High School*".

B. Review of Previous Study

The research related to this study is found in the research paper of Dwi Handayani (2004), “ *The Content Validity of the English Final Test Item in EBTANAS SMU 2000-2002 Based on the 1994 Curriculum and the Distribution of Their Cognitive Level*”. She discusses the content validity of the English test items of EBTANAS 2000-2002 based on the curriculum and the distribution of each cognitive level. The result of her research paper that the English test items in EBTANAS 2000, 2001, 2002 are not fully-valid because they do not give proportion to macro reading skills, and writing skill is only given in a small proportion. English test item in EBTANAS 2000-2002 is not proportional in each micro language skill with the greatest proportion on reading. The distribution of each cognitive level in English test items in EBTANAS 2000-2002 also indicates that the items are not fully valid. The items are focused to measure the comprehension and application levels. They lack of items to measure knowledge, analysis, synthesis, and evaluation level. It is different from the writer’s research that discussed the validity of SMA/MA and SMK English test item based on the scores and in what skills they have lacks, which will be retested to students of SMA AL ISLAM Wirosari and SMK PERTIWI Kartasura in academic year 2004/2005. Here, the writer hopes that the present research will complete the previous research.

C. Problem of the Study

Based on the background of the study above, the writer states some questions as follows:

1. What is the validity of the 2003/2004 State Examination of English for Senior High School?
2. What skill that student fails based on the skill stated in the 2003/2004 State Examination of English for Senior High School?

D. Limitation of the Study

The researcher will specifically analyze the content-validity of the test item in the state examination for senior high school in academic years of 2003/2004. The test is limited only to the English test item in the state examination for senior high school, including of SMA/MA and SMK test items which will be retested for students in academic year of 2004/2005.

The writer does not include STM in this research because of limitation of knowledge, time and connection that the writer has. The writer also thinks that it is represented by SMK as vocational school.

Each English test consists of 60 items and this study will analyze 120 items. All of the items are in the form of multiple choices. The study of the test items is to describe the validity of the state examination of English for senior high school seen from the student scores and to describe the skill that the student fails seen from the objective matched in the 1994 curriculum. The

important parts of the curriculum that will be used for the study are the objectives list on speaking, reading, listening, writing, and functional skill.

E. Objective of the Study

1. To describe the quality of the 2003/2004 State Examination of English for Senior High School.
2. To describe the students' failures based on the skill stated in the 2003/2004 State Examination of English for Senior High School.

F. Benefit of the Study

It is expected that the study of this research will be able to give some benefits:

1. Theoretical Benefits

This research will enrich the theory of English language teaching especially in development of English test.

2. Practical Benefits

The study will motivate the students to be more aware in doing their test especially in English test. And the teacher of senior high school will encourage making a careful examination of test item.

G. Research Paper Organization

In writing this research, the writer organizes his research paper as the following:

Chapter I discusses Background of the Study, Review of Previous Study, Problem of the Study, Limitation of the Study, Objective of the Study, Benefit of the Study, Research Paper Organization.

Chapter II consists of Teaching English at Senior High School, Evaluation and Testing in Language Teaching, Evaluating a Test.

Chapter III consists of Type of Research, Object of the Study, Subject of the Study, Method of Collecting Data, Technique for Analyzing Data.

Chapter IV consists of Result of Analysis and Discussion. Then, Chapter V consists of Conclusion and Suggestion.